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ABSTRACT

This manual is designed as a tool for teaching and administering the Outdoor Living Skills (OLS) program in a camp and for training program leaders. Introductory sections address the following: (1) program overview and program materials; (2) people and their environment (physiological and psychological concerns of children and youth, understanding differences, minimum-impact camping, and partnerships with the U.S. Forest Service); (3) goals, philosophy, and materials of the OLS Youth Program; (4) guidelines for teaching adults and handling groups; and (5) four tiers of adult roles in the OLS program, skills and knowledge needed by instructors and outdoor leaders, and program planning. Guidelines and session plans are provided for instructors of program leaders. The program leaders' basic course has eight sessions, and the advanced course has seven. Sessions cover such topics as working with groups, developmental characteristics of children and youth, teaching methods, safety and first aid, food and tools, knots, map and compass, trip planning, and teaching in the outdoors. Each session plan includes an outline, time and materials needed, location, instructor guidelines, and topical materials. Appendices contain information resources, activities to demonstrate competence at five skill levels, a skills chart, a program leader application, and an OLS materials order form. An index is included. (SAS)

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Outdoor Living Skills

Instructors Manual

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Outdoor Living Skills®

Instructors Manual

for Administering the OLS Program in a Camp and for Teaching the Program Leader Course

American Camping Association

Acknowledgments

1990 edition: This manual reflects a cooperative effort of many members and staff of the American Camping Association. Visions of a bright future for OLS began with a committee that included: Beverly Ball, Connie Coutellier, Joan Fincutter, Charles Martindale, Jack Murdock, Rulon Skinner, Larry Thibault, and Suz Welch. Much appreciation goes to all of these persons. Special credit should go to the following who pushed until someone listened, held tight to the ideals of the program, and saw it through with a soft hand: Suz Welch, Camp Fire, Inc.; Armand & Beverly Ball; Phyllis Ford; Dave VanDerWege; Jim Cox; and Grechen Perry Throop.

1997 edition: revised by Connie Coutellier, Director of Professional Development, American Camping Association.

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5000 State Road 67 North
Martinsville, IN 46151-7902
765-342-8456 ACA National Office
800-428-CAMP ACA Bookstore
765/342-2065 ACA fax
bookstore@aca-camp.org e-mail

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The American Camping Association is a community of camp professionals dedicated to enriching the lives of children and adults through the camp experience. ACA is a nationwide, nonprofit organization of camp directors, camp owners, camp staff, educators, volunteers, clergy, family camp leaders, and others directly associated with the operation of camps.

The association is vitally concerned with environmental education and conservation. The ability of the camp experience to meet campers' developmental needs is based in part on its outdoor setting.

Outdoor living is one unique element of camp. Successful outdoor living depends upon knowledge, skills, attitudes, and habits acquired only through actual camping experiences. To provide opportunities to develop the awareness and appreciation of the interdependence of all natural resources and to create a sense of responsibility for them, the American Camping Association established the Outdoor Living Skills program.

This program is designed to provide progressive learning and adventure to help campers of all ages develop a true love of and comfort in the natural environment. In addition, the OLS program is designed to give participants a sense of responsibility for self, others, and the world around them.

American Camping Association®

Outdoor Living Skills Pledge

I Pledge to:
be among the animals and plants,
and in providing for my comfort and safety,
respect my natural neighbors and their homes,
step carefully and travel gently,
finding friendship and beauty in my natural world.

Instructors Manual
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INTRODUCTION

The Outdoor Living Skills Program is a progression of outdoor living skills, knowledge and attitudes designed to prepare people for meaningful outdoor experiences with little or no impact on the environment.

Program Overview

The Outdoor Living Skills Program is designed to develop within each participant a desire to maintain environmental quality. Participants learn to make responsible decisions while participating in activities such as hiking, picnicking, outdoor cooking, and camping.

They also learn to understand the impact of such activities on that environment. There are five skill levels that begin with simple hikes and exploration of the outdoors and progress to the skills needed for overnight camping trips.

Program Participants

The lower levels are directed at individuals who have had little outdoor experience. Depending on their developmental capabilities, children can start the program as young as five or six. Participants can enter the program at any level, however, each level builds on the knowledge and skills of the previous level(s).

With 20 to 26 requirements in each level, it is unlikely that a participant would earn more than one level a summer. If the participant is an experienced camper and has the skills to begin at a higher level he or she may also want to earn the patches for the beginning levels.

Adult Training Program

There is a four tier training program for adults in the OLS program:

1. **OLS Directors of Trainers** are appointed by national to train *Trainers*.

2. **OLS Trainers** are ACA members who are recommended by one of the 31 ACA geographical sections to train OLS *Instructors*, and serve as coordinators of the program in their respective section.

3. **OLS Instructors** are ACA members and nonmembers who have been trained by ACA Trainers and who will in turn train OLS Program Leaders. OLS Instructors may be volunteers, camp program directors, youth agency staff, church volunteers, or anyone who has been trained as an OLS Instructor to work with Program Leaders.

4. **OLS Program Leaders** are camp counselors, youth workers, and others who are trained by OLS Instructors to work directly with program participants.

Program Materials

All of the materials for the OLS program are available through the ACA bookstore.

The Instructor Manual

This manual is designed as an instructional tool for Outdoor Living Skills Instructors to use in administering the program in a camp and for training Program Leaders. It contains information about the program and minimum impact camping, the requirements and recognition for children and youth, information for teaching adults and working with groups, planning a course, and the training curriculum.

The Course Text

Take a New Bearing is the leader handbook of the OLS program. It is written by Phyllis M. Ford with illustrations by Todd Criswell and is available through the ACA bookstore.

Youth Materials

Each of the five levels has an **OLS Tracker** or personal record booklet to help each participant record his or her progress on that level. Approximately 3" x 6", the booklet fits easily in a child's hip or shirt pocket, fanny pack, or hand.

There are five different achievement **patches** to recognize completion of a level. Five rectangular patches have been designed with simple representations of the five levels' names; Earth, Sun, Water, Weather, and Stars.

Adult Cards

There are Program Leaders cards for those completing the basic and advanced courses. The Program Leader card has a place to check the levels they have completed. Trainers/Instructors should order the cards prior to the course (and include the price of the cards in the cost of the course) so they can be given at the close of the course. ACA does not maintain a data base on Program Leaders.

PEOPLE AND THEIR RELATIONSHIP TO THE ENVIRONMENT

Nearly every person in this country participates in some form of outdoor recreation at some point in his/her lifetime. The spectrum ranges from appreciating a rainbow to scaling high peaks, and includes the very young and the very old. The outdoors can be used for activities related to arts and crafts, dance, dramatics, literature, music, sports and game, hunting and fishing, and all encompassing activities known as "camping."

In its most simple definition, camping can be described as housekeeping outdoors. It includes shelter, food, water, cooking, cleaning, and enjoyment. It is also travel via foot, horseback, canoe, bicycle, or dog sled. The most popular form of outdoor recreation is walking, followed by picnicking.

These activities may entail traveling simple roads and trails to cross-country skiing by map and compass, cooking hamburgers over charcoal grills in the park to preparing freeze-dried meals on a backpack stove in a downpour.

People want adventure, challenge, and freedom to explore and try new things. Without correct and adequate training, outdoor enthusiasts may perform skills incorrectly, fail to develop environmentally sensitive attitudes and behaviors, and develop little or no knowledge of the outdoor resources they use.

As a result, they may engage in dangerous practices without knowing it, carry incorrect concepts about the environment with them throughout life, and never truly understand what they are doing to themselves or the environment. What difference does it make?

It makes a tremendous difference in injuries or loss to participants or ecosystems, lost enthusiasm, and lost natural resources. Most North Americans live in urban settings, yet we all depend on high-quality and ample quantity of natural resources for food, timber, clothing, fuel, paper, water, recreation, and a myriad of other things necessary to our survival and culture.

Further, the positive psychological benefits of an outdoor setting (trees, flowers, fresh air, clean water and open space) have been estimated as invaluable. It is important to instill in the camper a way of life that speaks to their comfort and to their responsibility to protect the environment.

Children and Youth

Concerns about the welfare of campers can be divided into physiological and psychological concerns. Physiological concerns relate to the basic needs for survival. Psychological concerns relate to the mental status and the behavior of the person.

Physiological concerns: Probably the most important physiological concerns for any camper pertain to what he/she needs for survival in the outdoors, or in any environment. No matter where he/she is (automobile, home, camp, trail, swamp, desert, glacier, forest, etc.) a person has some basic needs to continue life.

1. Air, quite obviously, is the first necessity.
2. The second need, adequate shelter from the elements, is somewhat less obvious. A person cannot live long if the body temperature rises or lowers even just a few degrees. Given a survival situation, a person could die of being too warm or too cold before dying of lack of water.
3. Third, people need water. One can live three to four days without water if the body temperature is maintained at or close to 98.6 degrees Fahrenheit.

Psychological concerns: While concern for the physical welfare of the participant is paramount to survival, psychological comfort is important in acclimating the participant to the outdoors. Many

people enjoy picnicking and canoeing, or walking on nice days; however, many — maybe even most — are simply not at home outdoors and are insecure about venturing far from the cabin, car, trail, or beach.

Children and youth participating in outdoor activities come in all ages, at all stages of development, and with many different experiences, skills, and interest levels. There are those with no fear at all, and those who are petrified of the natural environment. There may be participants who appear completely bored with the outdoors.

The fearless need to be cautioned to look before they leap, to understand how to be in control, and to recognize situations that could be troublesome or dangerous. The frightened need to learn to be at home or at least comfortable in natural surroundings. They need to understand how to see the outdoors as they see their indoors back home, to understand that the natural community has the same components as the community from which they came.

Further, they trust an adult to know what is out there and to keep them from getting hurt or frightened. For this reason, an overnight trip may be no place for scary stories or tales of strange monsters, even for the experienced.

A program leader or counselor can turn participants on or off. The adult must feel comfortable and enjoy helping campers become excited about their adventure into the outdoors.

Some people like picnicking or sunbathing, but have no interest in outdoor pursuits such as camping, hiking, or learning about the natural environment. One is likely to hear reasons such as: it's dirty, buggy, too hot, too cold, too humid, too dry, raining, uncomfortable, too much like work, boring, or it takes too much energy.

All too often, these reasons relate to a lack of knowledge and experience with an environment outside their home environment. Furthermore, outdoor experiences are competing with television, video games, movies, air conditioning, and a myriad of other more familiar and more comfortable things.

Besides disinterest or dislike from lack of experience, children and youth also have short attention spans and need to be motivated to learn. There are those who are carefully analytical and innately curious. Curiosity needs to be stimulated so that learning is interesting, applicable, and fun. If not, the experience may result in further disinterest in the outdoors, bad habits, and/or misinformation, all of which may influence that individual forever.

Adults need to help children and youth feel comfortable, in control, and secure in the natural environment.

Understanding Differences

Regardless of our good intentions, the culture we live in does influence our ideas about people of groups different from our own. Bias, prejudice and discrimination are usually based on stereotypes. Most important is not to prejudge or stereotype a Program Leader or participant because of the way they look or a group they identify with. Children can be very accepting or very hurtful in the way they perceive and act with other children. Challenging assumptions about individuals and groups becomes an important part of the learning process.

The average person identified in many books does not exist. That person is a composite of all traits found among people. You will find the following differences in the people being trained as program leaders and in the campers with whom they work:

A. **Ability and disability.** At least one in 10 people has some type of disabling condition that makes their learning and participating different from that of others. Some people wear glasses, some have allergies, some find the braces on their teeth bothersome. Epilepsy, diabetes, asthma, heart conditions, hearing loss, speech difficulty, loss of sight, and many other conditions are found in many groups of people. Always expect to find these types of conditions in every OLS group. Just as there are varying disabilities among

people, so are there varying degrees of ability. The leader's job is to help the individuals identify their abilities and use them to their advantage . A leader should never allow a person to degrade other persons.

B. **Sizes and shapes.** As much as modern advertisements would like us to believe, not everyone is thin, tall, and good looking. Height among sixth graders varies as much as 18 inches and weight varies as much as 100 pounds. Adults also exhibit many differences in size and shape. Some people cannot reach the same stepping stones that others use to cross the creek. Many cannot wear the backpacks of others without the packs bumping across the backs of their thighs. Plan for the smallest and weakest participant as well as for the largest and strongest.

C. **Energy and strength.** Older campers commonly have more endurance than younger participants. Younger campers may have several short bursts of energy and speed; older participants may have steady and/or long endurance but no speed. People in good shape and those who feel no apprehension tend to move faster than those who are undernourished, obese, out-of-shape, frightened, or just plain uncomfortable.

D. **Race, religious and/or ethnic backgrounds.** One in four Americans has African, Asian, Hispanic, or Native American ancestry. This increase in diversity is most obvious in school age children. In some communities the minority is the majority. Many people speak different languages or have conflicting ideas about touch, eye contact, male and female roles, privacy, etc. The camp experience may be the first time program leaders and/or participants have lived with people different from themselves. As attitudes and values are shared, stereotypes and fears are reduced and tolerance and understanding grows. Program leaders need to watch for stereotypes, such as girls do the cooking and boys are the fire builders. The outdoor experience can be an opportunity to break many of these preconceived ideas.

E. **Intelligence.** Instructors and program leaders must realize that all program participants will not be of the same intelligence. Some participants will have much lower mental ability, while others abilities will be quite high. Both may be in your group and the challenge should be met with understanding, patience, and an absence of predetermined opinions.

F. **Experience and inexperience.** There will always be Program Leaders and program participants with a wide range of experiences. Some may be more experienced than the Instructor. Others may have never experienced the outdoors and may be ill at ease in a natural setting. No one should be made to feel stupid, naive, or ask to be quiet to satisfy the ego of the Instructor, Program Leader or other participant.

G. **Age, Gender and Other Differences.** Program participants may be divided into groups by age and/or gender. If groups are coed the program leader should be aware of gender stereotypes as people choose or are given jobs. e.g., girls cook and boys build the fire. Be aware of other stereotyped categories that society associates with certain groups such as education, religious beliefs, profession, income level, age, etc.

The Natural Environment

People often think everything in the environment is there for their benefit. "What good is it?" is a common question and usually translates to, "What good is it to me?" However, to get the most from an outdoor experience, a leader must be able to redirect the question to "What does it do?", or "How does it affect other plants or animals?"

Environmental awareness and ethics are taught, not caught. Regulation has affected business and industry environmental practices and has changed some long term practices in camps. Children are often more committed to and aware of environmental issues than adults. Schools, television, and organizations have educated children through Earth Day and other projects to put pressure on their families to reduce,

reuse, and recycle. However, understanding responsible behavior in a natural area and developing an outdoor ethic is often viewed as different or less important than practices in a populated area. We cannot afford to abuse or misuse our natural areas.

The key is to know the facts about the natural environment where they will have their overnight or trip. For example, know how camping in a desert is different from camping in a deciduous forest, and a wetlands area is different from a rain forest. Children need to know why they should not kill snakes or cut across a switchback on trails. Learn the what and why of the specific geographic location. It is also important to understand that there are differences in land management styles. The regulations for using natural areas may vary in different areas of the country.

Practices may also depend on the usage numbers. Public lands may have different regulations than privately owned lands.

Minimum-Impact Camping

The term minimum-impact is relatively new in the history of outdoor skills. For some, understanding and practicing minimum-impact camping is a chore, learning new skills and changing old habits. For others it means starting on a new adventure and concept. Basically, minimum-impact camping means leaving a site as close to or better than the condition it was in when the group arrived. There should be no sign that campers were there. Changes in the plant life, soil, water quality, or animal habitat should be undetectable by the next group of people to venture onto that site.

Minimum-impact camping does not apply just to overnight trips. It refers to any camping-type activity, including walking through the woods, cooking a lunch in a state park, or rowing a boat on a small lake. It means not disturbing plants and animals, not littering, disposing of human waste properly, replacing any removed soil and turf, extinguishing all fires, and removing all signs of human presence. Think of it as playing a good game of hide and seek where campers remove all signs of their presence so that no one knows they were in the vicinity. The purpose is not to disguise their activities but to leave an area in its natural state. The next campers should be able to enjoy a natural campsite without environmental degradation left by thoughtless people before them.

Further, minimum-impact camping not only makes a site pleasant for the next camper, but it ensures that there will be campsites for generations to come. Every time a campsite is ruined by improper usage or overuse, it will remain ruined for many years, and in some environments, for centuries. Since we are only short-term visitors in a natural area, we must be sure that the natural inhabitants (plants and animals) can continue their lives after our visit.

The OLS Program and the U.S. Forest Service

ACA's OLS program is a critical piece in the Memorandum of Understanding signed with the U.S. Department of Agriculture Forest Service. The Chief of the USDA Forest Service believes that children's attitudes and their concern for the natural environment are America's keys to preserving its natural environment. A critical piece in developing the relationship with the U.S. Forest Service is that camps utilizing the OLS program are teaching the techniques of minimum-impact camping.

The Memorandum of Understanding encourages ACA-Accredited camps and the forest service districts to form partnerships to encourage and facilitate appropriate use of National Forest lands that otherwise might be restricted. ACA and the forest service agreed to promote minimum-impact camping programs and to encourage camper participation in work projects while using the forest for outdoor programs.

The Forest Service benefits from the good stewardship and environmental conservation that is taught at these camps. ACA-accredited camps benefit from the use of forest service land resources.

THE OLS YOUTH PROGRAM

The purpose of the OLS program is to provide participants and leaders with the skills, knowledge, and attitudes for meaningful outdoor experiences with little or no impact on the environment.

The program helps prepare people (usually youth) to go to any natural area, campground, camp, or national park and make responsible decisions while participating in activities. Further, the program is geared to reflect changing environmental concerns and the ecological education needed in today's society.

The OLS experience also provides important developmental experiences for children. Youth development experts have identified the kind of experiences that best equip children and youth with the behaviors and skills required for success in the adult roles of parents and citizens. To best achieve these outcomes the OLS program and the camping experience should:

- provide meaningful, sustained relationships
- allow exploration of self and the environment
- allow for informal interaction with peers
- provide opportunities for physical activity
- be inherently fun and interesting
- provide limits and supervision
- enable structured reflection over time.

The Goals

The goals of the Outdoor Living Skills Program are to help young people to:

1. Become aware of what makes up a natural environment and each person's responsibility to maintain it in its natural condition;
2. Make responsible decisions and use outdoor skills in a way that does not harm the natural environment ;
3. Use outdoor skills in a way that is safe to all the people in the area;
4. Have enjoyable outdoor experiences with others through skills and habits appropriate for the participant and the geographical location.
5. Receive recognition for their accomplishments.

Program Philosophy

Today outdoor programming requires that people think about their relationship to the environment. In the OLS program, adults and participants learn to conduct programs in the manner that least disturbs the elements of the ecosystem (air, water, plants, animals, soil). For example, one must learn to look at dead wood as an important element of soil composition of the future, not only as fuel for fires. One must see weeds along a shore or dead cacti in the desert as necessary parts of the ecosystem. One must also understand that everything in nature has a purpose and plays an important role in the total picture of the world, not just in the lives of human beings.

At the same time, program participants are prepared to take care of themselves. Regardless of where they may go for outdoor enjoyment, be it their backyard, a city park, or a remote natural setting, they learn how to plan for their own safety and comfort. They discuss preparing emergency food to survive natural disasters and civic problems that may cause a shutdown of power or a lack of water. By understanding how to be comfortable away from the amenities of an established community, they will be better prepared to care for themselves in all situations.

By teaching people to understand the environment and their place in it, the individual and the environment will nurture and protect each other. There is also an essential duty to ensure that each participant will return from the outdoor experience without harm and with the skills, self reliance, and enthusiasm to return for another experience.

The ultimate goal is not to reach the top of the mountain, the end of the river, or the other side of the lake. Rather, it is to increase the participant's knowledge and self esteem, to create memories and a desire to repeat the experience.

In some resident camps where areas are planned and managed for outdoor living use or where ample space for camping is available, primitive or "outpost" camping can still be practiced. When participants are exposed to primitive camping as a part of the camp program, they must realize that there may be few if any other places where they can practice these primitive camping skills.

Setting up trail camps so that no one knows they were there, working on conservation projects such as building steps in trails, building erosion control blocks to check water runoff on hilly trails, and mapping areas for others to use are ecologically sound ways for campers to live in and relate to their environment. Such activities offer challenges and adventure, and help youth grow as individuals and as responsible members of society.

Program Materials

There are five levels, of the OLS program which are named after elements in nature. They are: Earth, Sun, Water, Weather, and Stars. The levels are progressive, with Earth being the first level and Stars being the most advanced. Participants must demonstrate specific skills for the level in which they are participating. Each recognition level builds on the skills of the previous level.

There are seven skill areas addressed in each level (See chart in appendix).

1. **On Your Way** - Planning an Outing
2. **Being Safe** - First Aid, Safety, Sanitation, Environmental Hazards
3. **Putting It On The Plate** - Selection, Storage, and Preparation of Food
4. **Being Prepared** - Use of Tools and Equipment (This topic is incorporated into each of the topics and not presented by itself.)
5. **Tying It Up** - Knots, Hitches, and Ropes
6. **Finding Your Way** - Map and Compass
7. **Exploring Your World** - Understanding Basic Ecology, Minimum-Impact Camping, Outdoor Hazards, Weather, etc.

A participant may enter the program as young as five or six or at any level appropriate to their skills, age, experience, and developmental capability.

OLS Trackers: There is an OLS Tracker for each recognition level to serve as a personal checklist for the accomplishments in that level, as well as a journal for songs, thoughts, or drawings that arise from their OLS experiences. Approximately 3" x 6", the booklet fits easily in a child's hip or shirt pocket, fanny pack, or hand. It also has room for recording the participant's name and age, leaders' names, and camp/program name.

Participant Recognition

Recognizing participants, especially youth, in skill development is an important developmental and motivational component of this program. In addition to the five OLS Trackers, there are five different achievement patches that recognize completion of different levels.

Upon completion of the level, each participant should receive a patch as recognition for his/her accomplishments. Five rectangular patches have been designed with simple representations of the levels' names; Earth, Sun, Water, Weather, and Stars. As campers participate in the OLS program over a period of time, they will eventually have all of the OLS emblems for their bandanas, vests, or shirt sleeves. Program Leaders should display at least the patch of the level they are leading .

Achievement Patches

Level One - Earth

Level Two - Sun

Level Three - Water

Level Four - Weather

Level Five - Stars

TEACHING ADULTS

In preparing to teach adults, it is helpful to review some of the principles of working with, teaching, and leading adults. Leading activities differs considerably from teaching others to lead.

Adults expect to be treated with dignity and respect. They expect to be valued as individuals and that their opinions will be respected and given credence. They should be treated as positive contributors to the experience. It is often more meaningful for Program Leaders to draw from their own experience than it is to listen to the Instructor's experiences.

Recognize that individuals may have goals that are secondary to the main goals of the program, such as overcoming a fear of snakes or learning to build a fire in the rain. Instructors should identify and, if at all possible, accommodate these goals.

If this is their first training experience with ACA they may be apprehensive about the new experience, unsure about themselves and uncomfortable about being in the course. They are self protective and leery about being put on the spot, embarrassed or threatened.

Instructors must work to develop feelings of trust and a supportive climate among the group. Adults work best when this feeling of trust exists among all people in the group. A relationship of trust and openness facilitates positive communication. Show interest in their growth, development, and comfort. Recognize and encourage their enthusiasm.

The Instructor may find it necessary to adjust the program to meet the needs of the group. For example, if the group feels a need for less time on menu planning and more on map and compass instruction, the Instructor should seek ways to modify the schedule to accommodate these needs.

Adults find learning experiences more meaningful when they become involved in some of the decision making process. Allow plenty of opportunities to plan within the structure of the program.

Meals, equipment, methods, routes to take, equipment investments, and many other topics lend themselves to group planning within the schedule of the training program.

Understanding Adults as Learners

The Outdoor Living Skills Instructor may be training both- young adult and older- adult Program Leaders to work primarily with children and youth. The purpose of this section is to help Trainers/Instructors understand the principles of adult education and the premises on which they are based.

1. **Adults are self-directed.** They are involved because they have chosen to participate. In other words, they don't want to attend lectures and do assignments simply because someone has told them to. They do, however, understand that certain materials must be covered in a course.

2. **Adults bring life experiences.** Their careers, relationships, schooling, and leisure activities, as well as their feelings, values, interests, priorities, and perceptions will shape what and how much they will learn. They will use those experiences as building blocks for new experiences.

3. **Adults learn on a need-to-know basis.** Adult learners desire new experiences and learning that is based on real problems and real tasks. They need to know why information is important and they want the information to relate to something they will use.
4. **Adult learning needs to be relevant.** An adult's orientation to learning is task-oriented and relevant to real-life situations. Adults seek information that is immediately applicable. They do not want to assimilate facts for use later in their lives.
5. **Adult motivation toward learning.** The motivation to learn grows as the individual experiences success. Adult learners need positive feedback to ensure personal growth and continued motivation. They want to gain the knowledge they

expected. The learning experience should be valuable, worth their time, and enjoyable.

6. **Adults Learn Through a Variety of Learning Styles.** As people add to their years of experience, their interests and skills become more diversified and unique. Technology has added the expectation to have instant answers. Adults want quick, simple answers. If the answer to a question is long and involved, break it into steps. Address complex issues in a variety of ways. Use visual aids, handouts, allow questions, and/or walk participants through the issue. Active participation will help tap that resource of diversity and a variety of training methods will help meet the diverse needs of the group.

   Methods are the techniques used to stimulate interest and help participants learn. It has been said that to be a good teacher, one must be able to teach the same facts in five different ways. Some people are visual learners, some verbal; some learn best by reading, others by doing. Some are "whole" learners starting with the big picture and then focusing on detail. Others are "part" learners wanting to go one step at a time. Some need a combination of teaching methods in order to learn thoroughly. Instructors need to be sensitive to the group.

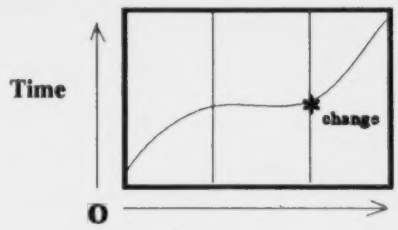
   The various methods used in the OLS training are also appropriate for working with children and youth in a group. There is a training activity in Session 1, on page 23 in the Instructor manual and they are described on a handout, **Methods for Teaching OLS Skills to Program Participants** on page 29.

Tips for Teaching and Leading Adults

OLS instruction utilizes a unique blend of teaching and leading skills. In addition to knowing the traits of good leaders and understanding how adults learn the following tips are helpful in making your training successful.

The Time Learning Curve

Research has identified a time learning curve that shows when people learn the best. People tend to learn more in the first 20 or 30 minutes of a subject. After 30 minutes, the learning flattens out and fatigue and boredom sets in. The curve looks something like this graphic.



A change of instructor, physical activity, change in topic or a break will send the curve back to the beginning point and the process starts again. Optimum learning takes place in two-hour or shorter sessions. In day-long sessions, the retention of information given in the afternoon declines. If you are doing day long sessions, be sure to vary the process and allow time for physical breaks.

Being Prepared

Each learning group will be different, and since the OLS training model is highly participatory, the instructor should be prepared for all contingencies.

- The participants' first impressions of the setting and the instructors are very important to the success of the training. The setting should look like a quality training event is about to happen. Instructors should appear friendly, confident and interested in the concerns of the participants.
- Imagine the situation and all the alternatives; rain, snow, excess sunshine or heat, extra participants, absences, missing or broken equipment, etc.
- Prepare throughly with co-instructors, know the content and know who is covering what.
- Check the timing. The larger the group, the more time everything takes.
- Have all equipment and teaching materials ready and in good working condition. Have handouts stacked in order and counted out for each table.

They can even be placed face down in the center of the table to avoid walking around to each table.

- Do not depend on introductions to remember names. Make name tags with the first name written large enough for you to read from a distance.
- Develop a risk management plan for the program.

Getting People to Talk and Participate

Perhaps one of the most important components of successful teaching and leading is the establishment of trust between the leader and the participant. Trust is something that cannot be bought or transferred, but rather is something that must be earned. As trust develops, participants are able to communicate thoughts, feelings, perceptions, and work as an interdependent group toward accomplishing agreed upon goals. The following are some tips for getting people to talk to each other and to participate in discussions.

- Start with get-acquainted activities to help participants learn each others names, feel at home and become comfortable in the setting.
- Allow silences. Don't feel obgated to fill them. People need time to think and reflect. Let participants fill the silences.
- Acknowledge responses and let the participants answer questions asked by other participants. Listen to the participants' comments when being addressed and try to understand the intent of their message. Give people positive acknowledgment for their contributions. Say "thank you." " That's an interesting point." "Yes, that's true." Avoid labeling participants' contributions as right or wrong, good or bad.
- Ask open-ended questions which can't be answered in one or two words: "How do you feel about it?" "Can anyone share an experience?" "What suggestions can you offer?" "How might it have been different?" Don't answer your own questions. Wait for a participant to answer.
- Help keep the group on track. If a person or topic gets too far off track, bring the group back to the purpose of the session. You may need to be very direct. "That is very interesting, but right now we need to get back to the question." Sometimes writing questions or key words on newsprint will keep everyone focused.
- If a person or group dominates the discussion, try saying "I'm hearing a lot from this side of the room. Anyone else have an idea?"
- If there are a number of people who are not involved in the discussion, try asking, "How many of you....?" questions.
- Help people learn to listen and respond to each other. Encourage participants to speak to the whole group rather than just to the instructor. Try saying, "That was a good idea but I don't think they could hear you over there. Will you repeat what you said?" This is also a good way to quiet the group when more than one person is talking at the same time. The group is better able to listen and respond to each other if people are arranged so they can see each other. Form circles, squares, or U-shaped arrangements to improve eye contact and sense of belonging to the group.

Processing the Process

Processing is a skill in which the instructor uses the training activity to reinforce the key points of the session. The instructor clarifies and translates the experience into the learning objectives. There are several techniques that help make this process effective.

- Listen to each comment or idea and try to find the relevant point to use as a reinforcement of the objective.
- Paraphrase the comment by using a question to clarify information, e.g., "Do you mean...?" or "Are you saying...?"
- Add in a key point that may have been missed during the activity, e.g., "Another way might be to..." or "I'd also add..... to that list."
- Summarize all the comments and training activities into relevant statements.

Minimizing Boredom and Fatigue

There are several key points to think about when planning the training.

- Schedule harder, complex, or difficult tasks early in the day and more interesting or entertaining sessions later in the day.
- Change the pace by varying the training methods, activities, and seriousness of sessions.

- Provide for periodic breaks with some free time and some stretching or high energy breaks. If possible, get fresh air and something to drink.

People Moving

Here are some ways to get people to circulate and talk to one another.

- Use get-acquainted activities. (Party game books are a good resource)
- As participants arrive circulate and introduce people. Don't be setting up displays or equipment, preparing notes, etc.
- Serve refreshments buffet style.
- Don't have any chairs in the room.
- Give participants a task that involves questioning others.
- Set up attractive displays.
- Play background music.
- Have prepared name tags with names written large enough to be seen from 6 to 10 feet away.

Sorting People Into Smaller Groups

It is helpful when working with groups to encourage people to shift to new subgroups from time to time to avoid or breakup cliques. There are several ways to help groups divide themselves into pairs or small subgroups.

- Use color-matched name tags.
- Divide by experience or interest. (All who have taught knots to children. All who want to work on teaching fire building.)
- Count off: 1, 2, 3, and 1, 2, 3, etc. All the one's get together, all two's... etc.
- To create pairs, have people match halves of pictures distributed at ramdom.
- Use the Mingle game. Give a signal for everyone to "mingle" or walk around in a group. After a few minutes, call off a number and the participants should gather in groups of that number as soon as they can. Then call off another number for them to gather in. After several times end with groups of the desired size.
- Group by clothing color: all cool colors together, all warm colors, earth tones, etc.
- Line up by birthday month or height and count off by size of group desired.

High Energy Breaks

High energy breaks are activities that can be used at a break or at the beginning of a session. They alow people to be active and are a physical and mental refresher. Adults enjoy them when done in the spirit of fun. The *New Games Book* and *More New Games* are great resources for other high energy games.

The Machine. The instructor asks one person in a group to go to the middle and begin making a noise and a rhythmic movement. Then other people in the group become a part of the "machine" by attaching themselves one by one to the first person or to another person, each making a different rhythmic movement and sound. To end, have group members detach themselves one by one until only the original person is left.

I Point to My Ear. Face a partner or stand in a circle. Point to one part of your body while saying another part that has been pointed to by your partner or the person on your left. For example, the first persons says, "I point to my ear" while pointing to his foot. Then the next person says "I point to my foot" while pointing to his mouth and so on. The idea is to continue around the circle without making mistakes. If they get good speed up the pace.

Thumper. Form a circle and ask each player to select a motion. Go around the circle and share you motion with others. The leader begins by slapping their legs with both hands and asks the group to do likewise. The leader says whats the name of this game? The group answers "Thumper." Then while the group keeps the "thumping" going the leader does his motion and any other persons motion. That person repeats his motion and does another one. If a person does not respond when his motion is done the game starts over. If the group has forgotten some of the members motions, it is helpful to review them again.

In Every Group...

Occasionally you will come across participants that will interrupt the group or cause you problems. There are no easy answers for dealing with these problem types but remember instructors are expected to

respond to the needs of individuals, be patient and yet control and help the group progress through the subject matter. The more common problem types are:

The Confronter is one that either monopolizes the time, has all the answers, is the voice of the expert or argues with all you have to say. In a polite but firm way, ask if anyone else has a comment on this or say that's interesting, but we need to move on. "I understand your position and we can agree to disagree on that." " Could we discuss this at the break?" "Anyone else want to respond to that?" "There are other ways to do this but this is the method we are using in the OLS program." The confronter may also try to get others in the group to agree with them. Don't be drawn into a long discussion or debate and remember to stay calm. Your the expert, meet with them outside the training session.

Idea Zappers are masters at put downs. "We've tried that before." "That doesn't work" "They won't let us do that" "It's too late" The put downs may inhibit creative suggestions from others. Try asking "How do the rest of you see this?" " Do you have a better idea?" "Let's explore all the ideas"

Complainers, Negative, or Hostle participants may try to antagonize or blame the instructor or other participants for anything they don't like. They are usually not problem solvers but problem magnifiers. They may ask highly hostile questions designed to embarrass or inflame you or they may withdrawal to silence and spend time outside the sessions to complain to others. Keep your cool. Ask them if they have any ideas to change the situation or to deal with the problem. Ask them if they would like the group to offer any positive suggestions for solving the problem. Offer to meet with them outside the sessions. "I see that you have some strong feelings on this issue. Would you care for my opinion?" Sometimes it is just as effective to say " I understand but we can't do anything about it now" or "Perhaps you would prefer to talk to (who ever sent them) about whether you should finish the course."

Clowns and Show-Offs are often very different but both are often handled by the group. Clowns and people that tell "war stories" to get attention or take the group in a different direction are generally not tolerated long in adult groups. However, some may have a group or clique that reinforces his/her behavior by laughing or bantering back. Sometimes they can be given positive recognition for serious, worthwhile contributions. Don't laugh. Suggest they share stories at a break, or request a serious answer to your question. Ask the group if they have suggestions for dealing with this and other problems with the children they work with.

Problem Participants in Work Groups

At times the group will reject working in small groups with problem types so it is important to change the make up of the group. This will also energize participants and allow them to work with and learn from new people. Leaders, spokespersons and reporters usually emerge from the group naturally. If you observe problems, you may want to structure some of the roles. For example, the shortest person is the leader, the tallest is the recorder,.... the person with the first birthday after July the leader..etc.

Whenever possible, let the group deal with problem participants. They will probably do it in a kidding way. In extreme situations, you can ask for a group critique to process how it is going. Or you can confront the person at a break or at the end of the day. For example, you might explain that it would be helpful to the group, and you as the instructor, if you tried letting others be involved in the discussions and hold back on your opinions for a while. An effective instructor's job is to keep things moving in an orderly, productive way.

The Program Leaders are in the training because they want to be or because their camp director asked them to take the course. This fact puts responsibility on the Instructor to be sure that the experience is positive and fun, resulting ultimately in the successful attainment of OLS program goals. Ideally, these goals should center around camp safety, minimum-impact camping, and learning about the environment.

Other Strategies for Good Trainers

- Know where to stand or sit (and where not to) so

all can see and hear.

- Keep your voice well modulated.
- Be enthusiastic, even if your don't feel your best.
- Have fun, use humor when appropriate.
- Participate with the group when appropriate.
- Don't overshadow participants with your expertise.
- Don't dominate the discussion.
- Allow time and encourage sharing.
- Don't attempt to talk without the attention of the group.
- Take advantage of teachable moments and make everything a learning experience - even errors.
- Never stand in the middle of the circle. Join the group.
- When using a table for a demonstration, have the group gather around you.
- Admit your own errors. Correct mistakes and explain that learning acquired from a mistake can help growth. However, don't begin by making apologies. It makes you appear unprepared.
- Remove things that might distract the participants. Check noise level in adjacent rooms. Watch for glaring light in participants eyes.
- Avoid annoying behaviors or mannerisms like twisting your hair or fooling with a pencil.
- Circulate among task groups during the activity, verify instructions, answer questions and help groups having difficulty getting started.
- Avoid lingo, acronyms or initials that everyone is not familiar with.
- Keep on the time schedule. Participants will worry that some of their concerns will not be addressed if the instructor is running late. Make up signals for co-instructors to help keep each other on time.
- Avoid war stories unless they help illustrate a point and add credibility to the process. Keep them short and avoid statements like "When I was a camper..." or "We used to do it this way....".

ADMINISTRATION OF OUTDOOR LIVING SKILLS PROGRAM

While the OLS program is a program of progression in outdoor skills for children and youth, it includes several leadership roles for adults in the program. This Instructor's Manual includes adult roles, information on adult learners, and the curriculum for Program Leaders. The curriculum for Trainers is available through the Professional Development Department of the ACA national office.

The Adult Roles in the OLS Program

The Outdoor Living Skills training design is based on a tier system. There are four tiers: *Directors of Trainers, Trainers, Instructors,* and *Program Leaders.*

Director of Trainers
(National level appointment)

Qualifications:
1. Member of the American Camping Association
2. Skilled in teaching adults
3. Experience as an OLS Trainer preferred
4. Belief in the OLS Program and its goals
5. Knowledge of all levels of the OLS Program

Responsibilities:
1. Train OLS Trainers in the OLS Program and teaching methods
2. Work with the national office to set up national courses for Trainers.

Trainer of Instructors
(primary Section level)

Qualifications:
1. Member of the American Camping Association
2. Recommendation from an ACA Section
3. Skilled in teaching adults
4. Experience as an OLS instructor preferred
5. Knowledge of ACA and Section activities
6. Belief in the OLS program and its goals
7. Knowledge of all levels of the OLS program

Responsibilities:
1. Introduce/promote the OLS program to members of the ACA Section
2. Train Instructors in program and teaching methods.
3. Order supplies and process applications and fees for the ACA national office

Instructors of Program Leaders
(primarily at the camp or agency level)

Qualifications:
1. ACA member or nonmember
2. Demonstrated skills and knowledge of at least OLS levels 1 - 3
3. Experience in teaching adults and/or children
4. Belief in the OLS program and its goals

Responsibilities:
1. Administer the OLS program in a camp or agency
2. Train OLS Program Leaders to deliver the program to program participants

Program Leader for Participants
(camp or agency level)

Qualifications:
1. ACA member or non-member
2. Trained by an OLS Instructor to teach the OLS program to children and youth
3. Demonstrated skills equal to the level they are teaching
4. Experience in teaching children
5. Belief in the OLS Program and its goals

Responsibilities:
1. Teach program participants to be responsible and comfortable in the outdoors through

participation in the Outdoor Living Skills progression
2. Help participants track their progress and receive recognition for their accomplishments.

Skills and Knowledge Needed for Instructors and Program Leaders

This is a quick overview of the skill/knowledge needed for Instructors and Program Leaders. The program level youth requirements offer more detail.

Instructors: Prior to teaching a course for Program Leaders, Instructors must have documented skills/knowledge of all seven topics. The skills/knowledge needed are listed below, and are covered by the ACA Trainers in the Instructors course.

Program Leaders: Prior to leading program participants, Program Leaders must have all of the skills of the level they will lead. OR they may specialize in one skill that crosses all levels. The program director or administrator will need to make the decision concerning the delivery of the program to participants.

Knowledge of Outdoor Living Skills and General Safety Skills

Each of the following topics is included in the OLS program.

1. Matches, fires, fuels (wood, charcoal, butane, propane, kerosene, white gas)
2. Knives, saws, other tools
3. How not to get lost and what to do if you do get lost
4. Equipment essential to survival
5. Food types, amounts, and preparation
6 Knots and hitches
7 How to identify, prepare, and pack things
8. First aid and first aid kits
9. Getting pure drinking water
10. How to dispose of human waste, appropriate toilet practices
11. How to dispose of garbage, cans, plastic, paper, and other trash
12. How to select, use, and care for equipment;
    a. packs
    b. tents and other shelters
    c. stoves and fuels
    d. knives and other tools
    e. sleeping bags
    f. boots and other footwear
    g. rain gear
    h. clothing

Knowledge of the Natural Environment

The following list contains the basic topics *Instructors* and *Program Leaders* should know about the natural environment.

1. How and why environments can be the same and yet different from each other
2. Differences in environments due to quantities and qualities of: light, air, water, and soil and the natural forces of temperature, gravity, precipitation, etc.
3. Basic ecological principles such as: energy cycles, diversity, change, interrelationships, continuity, and adaptation
4. How everything in nature plays an important role
5. Basic weather patterns
6. Basic star patterns
7. The concept of carrying capacity and its importance to understanding minimum-impact camping
8. The natural resources of local geographic areas may be very different from those of another part of the country
9. Local regulations for using natural areas for outdoor programs, trips, and overnight stays as well as those in other parts of the country

Knowledge of Minimum-Impact Camping

The following list contains practices *Instructors* and *Program Leaders* should know about minimum-impact camping:

1. How to detect the presence of others
2. How to erase your own presence
3. How to select a campsite, toilet area, drinking water, and an area for washing with minimum impact

4. How to build a safe, non-scarring fire and get rid of the ashes in a forest, prairie, desert or along a river
5. How to control the psychological problem of noise, unnatural colors, and too many people in a natural area
6. How to pitch a tent and take it down with a minimum of impact

Planning Program Leader Courses

The following pages contain specifics for planning an OLS adult training program:

Basic and Advanced Courses

The training design is divided into two course curriculums.

Basic - Levels 1, 2, and 3: The first course is intended for those who are training Program Leaders in levels one, two and three. The length of this course is approximately 12 hours of instruction and may or may not include an overnight.

Advanced - Level 4 and 5: The second course is for Program Leaders or Instructors who need additional training to be able to teach levels 4 and 5. Levels 4 and 5 build on what is learned in levels 1, 2, and 3, and therefore have fewer basics to cover. The length of this course is approximately 10 hours instruction, culminating with an overnight or two-day trip, if possible.

Setting Up the Courses

Your role as an instructor may depend on who is sponsoring the course you are planning.

ACA Section Education Program: The section may have recruited you to serve as an Instructor as a part of a section educational event. It will probably take care of promotion and registration. You will need to let the section know of any prerequisites for enrollment. You will also need to create a budget and tell the section what the fee should be. Be sure to include the cost of the OLS program, food supplies and leader cards. Leader cards are ordered from the national office. See order blank in the appendix.

In this role, you will probably not be working with the Program Leaders as they provide the program to youth. You will probably be responsible for gathering the equipment and supplies. Be sure you provide the Program Leaders with information on how to order the OLS *Trackers* and patches for them to use to recognize campers' accomplishments.

Individual Camp or Organization: If you are a volunteer or paid staff member providing the course to other volunteers or staff, you will need to work with the administration to set up the course. Determine who will provide and gather the equipment and what costs the camp or agency will need to cover. Be sure to include the cost of OLS program materials and the Program Leader cards and any supplies in your budget.

In this role, you may or may not be working with the Program Leaders as they provide the program to youth. It may be your role to gather the equipment and order the OLS *Tracker* and patches for the camp to use to recognize campers' accomplishments.

The camp may also expect you to maintain a list of the campers and the levels they have completed. This practice will help build a program of outdoor progression within the camp and will document the campers' readiness for an overnight experience or trip. You may copy sample forms from the appendix.

Location

An outdoor site is ideal: a camp, a park, a playground, a wooded area, or even a backyard. It is only through being outdoors that one becomes at home there. However, participants become uncomfortable, it is best to move the training to a place conducive to learning. Provisions for indoor sites must be made when there is a possibility of cold, rain, snow, or wind that could hinder instruction and learning. It is better to go inside and learn comfortably than to stay out, be miserable, and run the risk of a poor learning experience, developing bad attitudes, or perhaps turning participants off to outdoor experiences.

An ideal site would be a large meeting room in a school, church, agency, or home with an adjacent

outdoor setting that could be used for demonstrating outdoor cooking, pitching tents, water purification, map and compass work, and environmental-awareness activities. Toilets and dish-washing facilities are necessary to avoid digging primitive toilets.

Time

The length of the training session for Program Leaders for Basic - Levels 1, 2, and 3 should total 12 hours plus a trip to a site for an overnight stay. Segments of the training session can be taught in blocks. To cover 12 hours of instruction, the following three options are suggested:

- six 2 hour sessions
- three 4 hour sessions
- two 6 hour sessions

The time may vary depending on group size, the time needed to hike around the site, and the time for either an overnight or simulated overnight trip. Be sure to allow enough time at the camping site for environmental exploration as well as for singing, story telling, conversation, planning and evaluation just as if children were there.

It may not be possible to hold an actual overnight stay because of the time of year, the weather, or time constraints. Should this be the situation, a simulated overnight should be conducted. When this occurs, the trainees should perform every part of the program with the exception of actually sleeping. They should set up the campsite, cook the meals, and return the camp site to excellent condition and pretend they spent eight hours in the sleeping bags.

Advanced - Levels 4 and 5, is approximately 12 hours planning and skill development plus a trip. The course can be formatted in two ways:

- two 6-hour planning and skill development sessions each and then the trip
- one 6-hour planning session and skill development on the trip

The length of the trip can vary. However, it is recommended that actual travel time by foot or canoe be at least one hour one way. By carrying a pack or paddling a canoe full of food, clothing, and equipment for at least an hour, Program Leaders will become more aware of what is required for comfort and will make alterations to create the most comfortable way to travel.

Suggested Training Group Size

Groups of between 8 and 12 instructor/program leaders are usually the best size for training. More can be involved, but it is recommended that another Trainer or Instructor be added for each eight additional people.

Equipment Needed

The following is an overall list of equipment necessary to conduct a training session for the basic course. Each session has a materials list. The individual or group equipment items with an asterisk can be provided by either the camp/sponsoring agency or the participant.

Each Program Leader/Participant should have:

1. Appropriate walking/hiking shoes for the terrain, weather, and activity
2. Two pairs of socks and liner socks appropriate for the terrain, weather, and activity. Many people prefer a heavy pair of socks worn over a lightweight pair; and everyone should take a spare set in case one pair becomes wet or damaged
3. Sturdy pants that allow freedom of movement and reasonable protection in wet or cold weather
4. Sturdy shirt or blouse (cotton in summer, wool in cool weather)
5. Jacket, preferably with wind-breaking qualities and appropriate weight for weather conditions
6. Other protection from weather. In most parts of North America this means rain gear. In other micro-climates, it means shelter from the sun as well as occasional thunderstorms
7. A hat to protect against sun glare or cold, depending on the season and climate
8. A bottle of drinking water *
9. Wooden matches and fire starters *
10. Pocket knife *
11. Metal or plastic cup, plate, eating utensils *

12. Toilet paper in a plastic bag *
13. Notebook, pencil
14. Personal first aid kit *
15. Identification books if available *
16. Day-pack to carry everything *
17. Small towel or bandana for drying hands

Group Equipment:

1. Backpacks and day-packs for demonstration or use *
2. Food for each participant
3. Tents for demonstration or use
4. Several types of stoves and fuel (butane, propane, fire ribbons, charcoal, charcoal lighter). DO NOT USE WHITE OR ANY OTHER LIQUID GAS IN LEVELS 1, 2, AND 3
5. Cooking kits, cooking utensils, can opener, extra matches*
6. Several sizes of rope in lengths of four feet or more for each participant
7. Highway and topographic maps of the area
8. One compass per participant*
9. Examples of boots, socks, wool clothes, Goretex. etc.
10. Group first aid kit
11. Examples of the hiker's essentials (extra water, clothing, food, and a pocket knife, matches, fire starters, map, compass, flashlight, sunglasses, first aid kit, whistle, and toilet paper)
12. Whet stone for sharpening knives
13. Saw (folding type)
14. Trowel
15. Biodegradable soap, towels, pot scrubber*

The reason for most outdoor misadventures is inadequate equipment. Planning for the proper equipment prior to the training session or adventure is vital to success and a critical part of risk management planning. Instructors and Program Leaders should lead by example. Adequate equipment and knowledge of how to use it can save both the camper and the environment.

PROGRAM LEADERS BASIC COURSE: LEVELS 1, 2 AND 3

Basic - Levels 1, 2, and 3 are designed to provide Program Leaders with sufficient knowledge, skills and experience to be comfortable and enjoy teaching campers outdoor living skills. Specifically, levels 1 and 2 (Earth and Sun) introduce participants to skills in hiking, fire-building, meal preparation, beginning safety, knot-tying, map and compass reading, and the natural environment and ecology. Level 3 (Water) adds to these topics and provides experiences in shelters, overnights, first aid, ropes, and an understanding of the ecosystem and the participant's impact on it.

General Guidelines and Session Overview for Instructors

There are many ways to conduct this program and to organize the information to be taught in each level. Some program leaders may only teach one level, while others may teach OLS to a variety of skill levels. The first eight sessions are the Basic Course and are designed to cover the information in Levels 1, 2, and 3. Persons working with Levels 4 and 5 are a part of the Advanced Course. The order of presentation offered in this manual follows a natural learning progression for learners.

The curriculum outline for Session 1 has more detail than some of the skill-building sessions. Instructors may want to choose other methods of instructing Program Leaders or, depending on the experience level of the group, may choose to share the leadership duties with the more experienced leaders.

The requirements for *On Your Way* can be used as a planning activity for the overnight or as an activity participants use to plan a trip happening at another time. The overnight puts everything they have learned into practice.

Session Overview

The following is a list of the topics covered in each session and their approximate times:

Session 1 - Techniques for Working Effectively with Groups - 1 ½ hours

- Get Acquainted
- Objectives and Schedule
- Camper Characteristics
- Group Leadership
- The OLS Program
- Methods for Working with Groups

Session 2 - Planning/On Your Way - 2 - 3 hours

- Planning for a Hike or Overnight
- Weather Conditions
- Introduction to Minimum-Impact Camping
- Food and Shelter
- Risk Planning and Safety Rules
- Group and Personal Equipment

Session 3 - Being Safe - 1 ½ hours

- First Aid and First Aid Kits
- Human Waste
- Water and Purifying Water
- Washing Dishes, Trash and Food Waste, Care and Storage of Food
- Weather Signs

Session 4 - Putting it on the Plate - 2 - 3 hours

- Before the Cookout
- Tools (rake, pocket knife, paring knife, peelers, trowel)
- Deciding on Heat Source
- Cooking a Meal

Session 5 - Tying it Up - 1 hour

- Basics of Knot Tying
- Knots and Hitches
- Stopper Knots -Overhand, Figure eight,
- Joiner Knots -Square, Granny, Sheet bend
- Hitches - Clove hitch, Taut line hitch
- Proper Care, Use, and Storage of Rope

Session 6 - Finding Your Way - 2 hours

Finding Your Way
Pacing
Compass
Maps

Session 7 - Exploring Your World - 2 hours

Tour and Environmental Hazards and Nuisances
Comfort in the Outdoors
Ecological Principles

Session 8 - Overnight / Simulated Overnight Trip - variable

Planning for the Overnight
On the Overnight
Evaluating the Experience

Equipment

Group equipment: If the course is to take several days with participants returning to their cabin or if their home equipment is supplied by the camp/agency, it can be brought as needed (see materials needed on each session). If it is a continuous course, all equipment must be available from the start. (see page 20 for a list of group equipment.)

Personal equipment: If participants are planning to go on their overnight or hike without returning to home or their cabin, they should receive a personal equipment list prior to the course and bring all personal equipment necessary for an overnight trip. Be sure to check which items are provided by the camp or agency such as tents, sleeping bags, packs, cooking gear, etc. (see page 19-20 for list of individual equipment.)

OLS Program Leaders
Session 1 - Techniques for Working Effectively with Groups

Subject:
Get Acquainted
Objectives and Schedule
Camper Characteristics
Group Leadership
The OLS Program
Methods for Working with Groups

Method:
Group sharing
Presentation
Brainstorm/ Discussion
Brainstorm/ Discussion
Task Group/ Sharing
Task Group/Sharing

Time: 1½ hours

Location: An area where the group can discuss comfortably.

Materials Needed: Newsprint, easel, markers, *Take a New Bearing* Books, *Trackers* and patches for all levels, and handouts on schedule (optional), developmental characteristics, and methods.

Instructor Notes:

If OLS is a part of a pre-camp training or follows another training where camper characteristics are covered, the instructor may want to just do a quick review of the camper characteristics activity.

Get Acquainted

If everyone in the group does not know each other, plan a get-acquainted activity to begin. Use a favorite or ask each person to introduce themselves and share one funny or memorable thing that has happened to them while camping or on an outdoor trip.

Objectives and Schedule

Handle any logistics ie. restrooms, meals, breaks, phones, etc. Go over the purpose and objectives of the OLS program and explain the schedule. Include information about any equipment they will need for a session. Ask for questions.

Camper Characteristics

Ask group if they personally know a child in one of the following age groups.

Ages 5 - 7, Ages 8 - 10, Ages 11 - 13

On a newsprint, brainstorm each age group and identify the characteristics of the children they know. Discuss each age group. Check list against a resource. There are a number of age group characteristics that could be used as a handout or resource for the staff manual. (The handout is from Basic Camp Management and Chapter 7 is a good resource for the instructor to review.) It is important that the program leaders know the characteristics of the age group they will be working with.

Ask the group how the child's motor skill ability, attention span, ability to work with others, and behavioral characteristics would be of special interest when teaching Levels 1, 2, and 3 OLS skills.

Group Leadership

Explain to the group that the role of the group leader is critical to the success of the group. Productive group behavior is dependent on both the attitude of the group and the attitude and actions of the leader.

Ask the group to think of someone they believe is a good leader. What are some of the expectations they

have of an effective leader? Record on newsprint.

The group should include the following attributes: guidance, organization, coordination, delegation of authority, dependability, fairness, consideration, respect, and consistency.

When the above qualities are present in a Program Leader, the morale and efficiency of the group will be higher. Also, the group will take on favorable personality characteristics such as all-for-one-and-one-for-all group camaraderie.

What about being a friend? From a risk management viewpoint, as well as a control and organizational viewpoint, Program Leaders must maintain their positions as leaders. Too often, leaders aspire to be the group's best friend and lose sight of their official role which causes them to face decisions that compromise their responsibility and authority. Being an effective leader is a delicate weave of traits and skills: integrity, self-confidence, caring, positive group development, and individual growth. The elimination of any single trait or characteristic weakens the fabric and the overall effectiveness of the leader.

The OLS Program

Explain that as a part of the OLS program, they will be leaders and teach campers skills in outdoor living. Refer Program Leaders to page 250 in *Take a New Bearing* or give them each a copy of the table of requirements in the appendix of this manual. Explain the five levels and show the seven categories of skills down the left column. The OLS program is built on skill progression.

Divide the group into seven task groups and assign a skill category to each group. Ask them to look at their category across the five levels and identify the progression in that skill level as participants move from one level to another. Ask each task group to report to the entire group.

Upon completion of this course, program leaders will be able to teach Levels 1 to 3. Explain that it would be unusual for all participants to be exactly at the same skill level. Unless your program is organized by skill level rather than age, the level of the majority of the group will determine the level they will work in. Some of the more experienced campers can help others.

Determine who keeps the records of awards from session to session and/or from year to year. The number of levels a group completes will depend on the length of time the group has to spend on this program and its ability to progress. Typically, a group would complete one or two levels a year.

Show the Individual Trackers that each child will have to record their progress. When he/she has completed all the requirements in the level, the child is eligible to receive a patch. Show the patches and ask for any questions.

Methods for working with Groups

Stress that learning is more interesting and fun if a variety of methods is used. Put the following methods on newsprint. Explain that although there are many training methods, the following list of methods are recommended in the OLS program. They will be demonstrated as a part of the Program Leaders training.

- Group planning
- Presentation/lecture
- Generating/sharing ideas
  - Brainstorming
  - Group discussion
  - Task group/sharing
- Role playing
- Observation
- Demonstration and practice
  - Teaching a skill

Explain that the method chosen should be appropriate for the participants' ages. For example, making a list of ideas would not be helpful for children who cannot read. However, the Program Leader could ask for a number of ideas, write them down, then go over them after all the ideas have been shared.

Some methods fit better with the subject matter being

taught. For example, discussion would not be as effective as demonstration for tying knots. Some skills can best be learned with two or more methods, for example, brainstorming ideas for safety rules, then discussing the ideas and deciding which are appropriate for the group.

Divide the group of Program Leaders into smaller groups and give each a copy of level-one requirements and the handout on methods. If the number of groups is large, assign several requirements to each group.

Ask the groups to decide which method or combination of methods might work best for each skill requirement. Remember, even if the requirement is to make a poster, the real learning may come in discussion before or after the posters are made. Learning can be reinforced by displaying the posters in an appropriate place. Stress method combinations.

Also, stress information sources. Explain that information on the subject or skill may come from a variety of resources, such as: the Program Leader, another staff member, books, audio visuals, and the camper's past experience.

Discussion, demonstration (by leader or group member), practice, participation, observation, and idea sharing are all effective. Any one method will not work for all situations or for all learners. Allow 10 to 15 minutes for the group to generate its list.

Ask each group to share the level-one requirements and the methods they chose to teach the subjects/skills. Discuss the differences in ideas presented. There may be several methods or combinations of methods used.

Ask the group if one requirement can lead into another or if there are some requirements that should precede others when working with a group of campers. Ask for questions.

DEVELOPMENTAL CHARACTERISTICS

5-7 Year Olds

Physical Growth and Development

- Period of slow growth
- Body lengthens, hands and feet grow larger
- Good large motor control, small muscles; eye-hand coordination not as developed but improves about age 7
- Permanent teeth appearing

Behavioral Characteristics

- Attention span short but increasing
- Activity level high
- Learning to relate to persons outside family
- Learning concepts of right and wrong
- Becoming aware of sexual differences
- Developing modesty
- Becoming self-dependent and given time, can do things for themselves
- Inconsistent levels of maturity, can be eager, self-assertive, aggressive, and competitive

Special Considerations

- Active, boisterous games with restrained jumping and running are good
- Climbing and use of balance boards good
- Rhythmic activities, songs and dramatics good
- Limit activities to 15-30 minutes, since attention span is still short
- Training in group cooperation, sharing, and good work habits important
- Need concrete learning and active participation
- Freedom to do things for self, to use and develop own abilities

8-10 Year Olds

Physical Growth and Development

- Growth slow and steady
- Girl's growth spurt occurs about two years ahead of boy's
- Slow maturing boys at a disadvantage because of stress on physical ability
- Before the growth spurt, boys and girls are of equal strength; afterward boys are stronger and often develop athletic skills and prowess
- Large muscles still developing, but control over small muscles is increasing
- Manipulative skills and eye-hand coordination increasing

Behavioral Characteristics

- Stable traits are aggressiveness in males and dependency in females
- Age group is usually energetic, quick, eager and enthusiastic
- Often restless and fidgety, need action continuously
- Eager for large muscle activity, organized team games
- Noisy, argumentative, yet highly imaginative and affectionate
- Self-conscious and afraid to fail, sensitive to criticism

- Interest fluctuates, time span (interest) short
- Group-conscious, the age of clubs and the gang element
- Boys still tend to play with boys, girls with girls
- Boys and girls becoming rivals and beginning steps toward heterosexual relationships evident
- Beginning to learn about moral judgments and learning to apply principles to determine right and wrong
- Tremendous interest and curiosity about everything around them
- Beginning to achieve independence outside family and learn to relate to adults

Special Considerations
- Need praise and encouragement
- Exercise of both large and small muscles by using whole body activities, team sports, arts and crafts, dramatics
- Want a best friend, and membership in a group
- Need definite responsibility and training without pressure
- Need a reasonable explanation and guidance to channel interests and answer questions

11-13 Year Olds

Physical Growth and Development
- A resting period followed by a period of rapid growth in height and weight - usually starts between 9 and 13, although boys may mature as much as 2 years later than girls
- At these ages, girls are usually taller and heavier than boys
- Reproductive organs maturing, secondary sex characteristics developing
- Rapid muscular growth
- Danger of over-fatigue - girls are becoming gradually less active

Behavioral Characteristics
- Wide range of individual difference in maturity level
- Gangs (groups) continue, although boys tend to be more loyal to the group than girls
- Time of awkwardness and restlessness
- Teasing and antagonism exist between boys and girls
- Opinions of group become more important than those of adults
- Tend to be overcritical, rebellious, changeable, uncooperative
- Self-conscious about physical changes
- Interested in making money
- Imaginative and emotional with hero-worship evident
- Asserting independence from adults, although time of strengthening affectionate relationships with specific adults

Special Considerations
- Good age for camp because of general enthusiasm and greater interest in outdoor activities
- Competition keen - willingness to submerge self for benefit of group (team)
- Organized games needed - boys and girls begin to differentiate play preferences, thus making coed recreation difficult
- Skill is essential for successful group participation - students willing to practice skills, but need guidance
- Boys greatly interested in team (group) sports
- Discipline can be problem because of spirit of group

Methods for Teaching OLS Skills to Program Participants

In any group activity, whether it is an OLS group, a team of athletes, or a discussion group, there should be a purpose, aim, or specific task to be completed.

Individuals with different talents and strengths become a group as they learn about and from each other and accept a common goal. This acceptance and common pursuit of a goal, if orchestrated properly, will supersede individual differences.

Group Planning

Group planning as a teaching method helps the group establish a working relationship and provides a systematic approach, providing order, clarity, and purpose to their task. The following planning system includes the minimum elements necessary for productive group planning:

1. **Clearly identify a group goal.** The activity may be predetermined by the leader or identified by the group.

2. **Determine the group's objectives.** Objectives are the quantifiable statements of planned accomplishments. An objective should answer: who, what, when, why, how much, and where.

3. **Consider any conditions or factors that might affect accomplishing the objectives.** The leader or group should consider conditions such as: time, space, materials, cost, age and/or ability, skills, or other data.

4. **Revise objectives.** Conditions or factors affecting the ability to accomplish objectives may indicate that the objectives are not achievable and need revision.

5. **Finalize the plan**. Answer the who, what, when, why, how much, and where questions and include the specifics determined by conditions or factors necessary to complete task.

For example, to conduct an overnight camping trip:

Goal: Go on an overnight and work on the Sun Level OLS requirements.

Plan	**Objectives**
What:	Overnight camping trip, including cooking a snack and dinner.
Why:	Fun, new experience, and an opportunity to practice minimum-impact camping skills.
How:	Secure a primitive outdoor site, within 20 miles, to accommodate 18 people and equipment. Determine cost, proximity to emergency facility, and suitability for cooking out.
Where:	Cline's farm
Who:	Two leaders and group of 16 campers.
When:	July 14th and 15th.

6. **Put the plan into action.** Follow the objectives and plans that you have created.

7. **Evaluate.** Evaluation is an ongoing process that should be appropriate to the age of the group. As progress or lack of progress is made, information is collected, and decisions are made, objectives should be evaluated and reevaluated. Will we meet the time frames? Will we meet the budget? How can we make it work? Use checklists, observations, story boards, discussion, or other means to evaluate the success of the plan. Conduct a final group evaluation after the trip.

Presentation/Lecture

Lectures and presentations of information are seldom used in the OLS training because they are one-way communication methods. Children have short attention spans and often find lectures boring causing them to lose excitement about the subject. However, for adults a short talk may provide a worthwhile change of pace, give background or specific information, or provide an introduction to a more interactive session. If you choose to use this

technique:

- know your subject
- be prepared and don't read your talk
- provide an outline or handout when appropriate
- stick to the subject
- be enthusiastic
- ask for questions

Generating/Sharing Ideas

Groups must develop trust levels in the very beginning if members are to share ideas. In the early stages of group development, members will be somewhat tentative, shy, and perhaps even fearful of participating in the group. Spontaneous discussion and involvement will not occur naturally with these inhibitions. This situation can be manifested by distortion of the issues and/or suggestions that do not have the support of the group. For example, one person suggests "Let's do ..." Silence follows and before you know it, the suggestion passes and a course is set. Generally, as group participation increases, so does the trust and quality of the outcome. The following includes ways to generate ideas and involve the group in decisions.

Brainstorming

Brainstorming is a method designed to get as many suggestions as possible in a short period of time. The process separates idea creation and idea evaluation. The rules for brainstorming are:

1. All ideas are recorded
2. No put-downs or critical remarks allowed
3. It's okay to add to another idea
4. The wilder the better
5. The more ideas the better
6. Evaluation comes later

Set a reasonable time limit for offering suggestions. Share the rules and emphasize that there are no wrong ideas and there will be no discussion or critique of the ideas at this phase. Appoint a recorder and if possible record ideas where the group can see the list. After all the ideas have been shared, begin to discuss and prioritize them.

Group Discussion

Productive group discussion does not just happen. It takes a skillful leader and a setting where everyone can see each other. Participation in the group discussion requires involvement, motivation to contribute and acceptance of responsibility for one's actions. Successful group discussion and participation are directly related to:

- the skill of the leader to control discussion and recognize persons wishing to contribute
- how well the group agrees with the task
- how well the group communicates
- how much interest or relevancy the task has
- the time for completion of the task
- how the group members feel about their participation
- the size of the group and the individual's ability to be heard and seen

A leader must be able to keep the group focused. Lack of focus results in non-productive time, diverted attention, and lack of commitment to purpose.

The leader should facilitate the discussion by encouraging and giving group members opportunities to participate. Asking questions is a good technique for encouraging member interaction. In order to facilitate group discussion, the leader should do the following:

- state purpose of discussion
- state rules of conduct
- encourage and praise
- mediate differences of opinion
- refocus the group's attention
- clarify definitions
- provide relevant facts
- give new ideas when group has exhausted its own
- check how receptive the group is to ideas
- summarize discussion

There are many different ways a group can make a decision. Depending on the purpose of the decision and the desired outcome for the group, some ways are more effective than others. Children have had less practice making decisions; they need to be informed of the limits of their decisions and will need more time for interaction. Here are seven choices for decision making:

1. group consensus
2. majority vote

3. small groups representing a large group
4. averaging opinions of the group
5. relying on an expert in the group
6. some appointed authority deciding after the group has made recommendations
7. relying on some authority over the group who has no personal involvement

Task Group/Sharing

This is a technique of breaking up the large group into smaller groups for problem solving. This technique is used when the group can function without a discussion leader and can equally share ideas and experiences. State the problem or issue and break into small groups.

1. Assign each group a task
2. Set time frame for completion
3. Begin with small group idea sharing, discussion and brainstorming
4. Stop when time limit is reached or when groups are finished
5. Appoint someone to report to large group

If groups have had the same assignment, wait until all groups have reported to discuss the reports. If each has had a different assignment, discuss each report as it is given.

Role Playing

This technique is used for visualizing and understanding an issue. Role playing can seem threatening if done in front of a large group. Role plays can be done in triads with two players and one observer. In a small group, the entire group might have roles.

1. Begin by explaining the purpose of role playing and what is to be achieved
2. Define the situation, problem or issue and assign roles
3. Set the time frame
4. Begin the role play, observe progress and extend or shorten time slightly as needed
5. Stop role play, ask the observers to explain what happened
6. Discuss situation, ideas, and actions

Observation

This process helps people to sharpen their observation skills, creating excitement and making learning fun.

There are many observation games or activities, such as those listed in *Take a New Bearing*, pages 119 - 127 to use with a group.

After completing a game, ask group members what factors increased observation skills. Talk about the importance of discussing what they observed while participating in the game or activity. The game or activity may increase interest or curiosity and lead to other activities or discussion.

Helpful hints for observation:

- Build on and encourage comments.
- Use all of the senses.
- Model observing by pointing out things in nature.
- Take time to look.
- It's okay not to have all the answers - learn together.
- Ask key questions that will stimulate interest.
- Observe from a different view, e.g., magnifying glass, binoculars, ant's view, bird's eye view, etc.
- Make up stories that make observation fun, e.g., land of giants, three-inch aliens land at camp, dragon flies are the airplanes for an invisible race.

Demonstration and Practice

Combine demonstration and practice as a way of teaching a skill and helping participants develop basic competency. Demonstration by itself can bore participants. Demonstrating something you know very well is often difficult, because you must break it into steps the learner can understand.

Helpful hints to make demonstration a learning experience:

- Break skill down into easy steps.
- Consider right hand/left hand.
- Demonstrate slowly.
- Enlarge or personalize demonstration so all can see.

- Repeat/review/practice and check progress.
- Praise/reinforce success, encourage participants to try again and learn from any failure.
- Help everyone participate.
- Make it fun and non threatening.

Steps to Teaching a Skill

The basic steps to teach a skill include the following:

Give Information: A learner needs to have basic information about the skill and its purpose. Give information about the skill by using mini-lectures, visual aids, films, and examples.

Demonstrate the Skill: Focus attention on correct procedures and application by demonstrating the skill. This demonstration will prepare participants for skill practice by familiarizing them with the correct procedures and equipment. A demonstration should be clear and informal, using examples and humor to make learners comfortable and confident about performing the skill. Here are some significant strategies involved in a demonstration:

1. **Prepare for the Number of Participants.** Everything needs to be visible to all learners, which may involve using audiovisual aids or enlarged equipment. All materials should be available and well organized.
2. **Take it One Step at a Time**. Prepare ahead by breaking the skill down into smaller specific tasks. Present these tasks in their proper order. Cover the material in manageable bits and pieces. This process is often difficult for someone who is experienced in a skill - many steps have become automatic.
3. **Highlight Key Points to Remember.** Do something to draw attention to key points. Ask questions. "Why do we do this?" Use visual aids, give examples, recite ditties to help others remember. To be effective you must dissect the tasks involved in this skill well enough to identify the key learning points.
4. **Be Clear, Complete and Relaxed.** Give clear, complete verbal instructions. Practice with a friend, family member, or fellow instructor. Be relaxed and informal in presenting the skill so that learners are not threatened by the information.
5. **Summarize and Demonstrate Again.** Give a final demonstration or ask a participant to do so. Ask the group leading questions. Help them bring out the key learning points. Clarify any problem areas.
6. **Allow for Skill Practice.** Have group members practice the skill, giving them a clear definition of the competency level they are to achieve. For example: be able to tie a bedroll with items inside so that it can be thrown back and forth 10 times by two people standing 10 feet away from each other without coming apart.
7. **Each Learner Needs All Suitable Equipment for Practice.** If you expect each participant to master all tasks, then they must practice all tasks. If participants practice in groups, they need to take turns at each task to master the skill. Skipping this individual practice to save time or to limit the amount of equipment needed will result in partial learning of the skill.
8. **Coach the Skill Practice.** All participants should go through the steps with coaching from the instructor or an assistant. Skill practice involves a high ratio of instructors to participants. If the skill is a difficult or complex one, each participant should perform the task as many times as necessary, talking about the key points while doing so.
9. **Ask Key Questions.** The instructor asks key questions to ensure that the learner understands the tasks.
   - Why do you ...?
   - What else do you do?
   - What do you do next?
10. **Review the Skill.** Review any steps that seem to be a problem. Let participants practice on their own, testing themselves against the achievement criteria given earlier. Allow participants who master the skill to coach those still working on it or have them move on to another activity.

OLS Program Leaders
Session 2 - Planning / On Your Way

Subject:
Planning for a hike or overnight
Weather conditions
Introduction to minimum-impact camping
Food and shelter
Risk planning and safety rules
Group and personal equipment

Method:
Group planning
Presentation/Discussion
Presentation/Discussion/Observation game
Demonstration and practice
Small group work and reporting/Brainstorm
Demonstration and practice

Time: 2 - 3 hours

Location: Outdoors preferred unless weather is inappropriate for comfortable learning.

Materials Needed: Examples of all group equipment needed for levels 1, 2, and 3 (see pgs. 19-20) and one example of personal equipment needed. Supplies needed for environmental and other scheduled activities. Paper and pencils for planning. Weather conditions for the past week and predictions for the time of the trip.

Instructor Notes:
Many of these techniques could also be used in planning with children and youth. This session is to discuss how to plan with children not to actually do the planning for the hike or overnignt described in the youth requirements. That happens after the skill sessions.

Planning for a Hike or Overnight
Explain that the program leaders role in OLS is to provide choices and to help campers experience planning and decision making. The program leader will also incorporate their strengths, skills and personal interests into the planning process.

Review the group planning section in Methods for Teaching OLS Skills on page 28 in the Instructors manual. Point out the five steps in planning:

1. Clearly define the group goal
2. Determine the group's objective.
3. Consider any condition.
4. Revise objectives
5. Finalize the plan

Divide the group into small groups of 5 or 6. Assign each of the groups one of the three youth requirements below to do an exercise in group planning. Also, give each group a "dream" location such as Mt. Everest, Hawaii, Glacier Park, Canadian Boundary Waters, Amazon River, etc.

Ask the group to complete the five steps to practice planning for a hike or overnight as described in the requirement. The objectives should answer the what, why, how, where, who, when questions. Ask each group to report out their plans.

After all have reported ask the group:

- What happened in the planning process?
- Did everyone participate equally?
- What happened to encourage participation or stifle participation?
- Did any of the conditions effect the objectives?
- How would this be different with children participating in the planning process.
- What is the role of the program leader?

Youth Requirements:
Level 1
-Plan a half-day hike. Show your group what you will wear and what you will take with you in order to be prepared for thirst, hunger, and changes in the weather. Talk with your group about what to wear and what to take, how the weather affects your clothing, and liquid needed while hiking.
Level 2
-Plan an all day hike or overnight trip where you will cook at least one meal. Talk with your group about personal and group equipment needs. Pack and carry the equipment you need. Be sure to consider the effects of the weather and pack appropriately.
Level 3
-Plan an overnight trip including four meals. Plan to cook at least two of them. Make a list of personal and group equipment needs. Pack and carry the equipment for at least two hours. Be sure to pack for changes in the weather.

Weather Conditions

Ask the group if weather conditions or time of the year effected their plans? Explain that in some parts of the country, even in one season, there can be great variations in the weather. Show the group what the weather has been and what is predicted for the time of their trip (if possible). Discuss how the weather might affect their trip.

Discuss natural disasters or weather conditions common to your area, such as severe storms, tornado, earthquakes, and fires and the precautions to take in your area. Discuss the youth requirements and answer any questions.

Youth Requirements:
Level 1 and 2
-See weather requirements under Planning for a Hike or Overnight.
Level 3
-See weather requirements under Planning for a Hike or overnight

Introduction to Minimum-Impact Camping

Explain that the American Camping Association OLS program advocates minimum-impact camping. Practices often depend on the part of the country, the traffic volume, the policies of the private or public-owned lands, and the knowledge and attitude of the visitor to those lands. By promoting minimum-impact or no trace camping, program leaders can have a major role in shaping the knowledge and attitudes of future generations.

Society is more conscious about environmental concerns such as littering and recycling than ever before, but we may still be practicing the same old campcraft skills we did 20 years ago. Not only has the number of people using the environment increased, but continued use may cause permanent damage and an undesirable site for future campers. We rarely need large wood fires for warmth or cooking, or to cut down trees and lash elaborate structures; established campsites may be overused and trails rutted with litter and erosion.

Even if the camp owns its property and may not have these problems, directors need to consider that the design of their campcraft skills program shapes the attitudes and model the future actions of their campers. Minimum-impact camping can be an exciting challenge for campers.

Divide the group into subgroups and ask them to discuss minimum-impact camping. Then ask them to either review or design and recommend campcraft practices that will protect the environment. Then they can identify the skills they will teach in their camp. Ask each group to report. (If all participants are from the same camp, the group should reach consensus on the campcraft skills and environmental practices for their camp.)

Play an observation game from pages 119 - 127 of *Take a New Bearing* and discuss what the environment will be like where they plan to go on overnights or long hikes. Discuss requirements.

Youth Requirements

Level 1

-With your group, play one nature game that helps you understand ecology.

-Using your senses of sight, touch, smell, and hearing, explore what is around your outdoor or camping area. Describe 10 things you observed by using those four senses.

Level 2

-Explain Minimum-impact camping.

-While hiking or camping, look for camouflaged animals and birds. Discuss what camouflage does for them.

-What evidence proves people have been in your area? Do a project that will reduce the impact of people on the environment. Make a list of things you can do on a camping trip that will reduce the impact of your group.

-Learn the Outdoor Living Skills pledge in the front of your *OLS Tracker* and recite it.

Level 3

-Discuss what *ecosystem* means. Explore the ecosystem in which your camp site is located and with your group, make a list of what you saw. Write this list in the back of your *OLS Tracker*.

-Discuss the meaning of air and water pollution and other damage done by wind, water or fire. With your group, take responsibility for improving an area by cleaning paths, checking erosion, reforesting or some similar project.

-Explain what the Outdoor Living Skills Pledge means to you.

Food and Shelter

Show and demonstrate cooking equipment and discuss what they want to eat on their trip. Plan the menu for the cookout and for the overnight (may be combined if necessary). Discuss selecting and packing or temporarily storing of potentially hazardous food. Use and explain any forms your camp requires for requisitioning food or equipment. Demonstrate various kinds of temporary shelters and decide which would be appropriate for their trip. When might a group need a shelter on a hike? Discuss requirements.

Youth Requirements

Level 1

-Talk about when you need shelter and extra water. Find the closest shelter.

-Plan and pack a sack lunch made up of foods that will not spoil before you eat. When you eat the lunch, take care of the trash correctly.

Level 2

-Explain what a balanced meal is and which foods can be cooked outside. With your group, plan a meal and the food and equipment items needed to cook and clean up.

Level 3

-See level 3 under planning a hike or overnight.

-With your group, plan a balanced menu for at least three meals away from base camp. Consider how much and what type of food you need for the activity you will be doing.

Risk Planning and Safety Rules

Divide the group into small groups. Assign each group an area or activity to discuss and to create safety rules for (hiking, around a fire, during a cookout, when with the public, at night, during activities, etc.). Remind the group that some parks, camps, and organizations have policies or rules. Share any that would help their discussions. Ask each small group to report and come to a consensus about the rules the whole group agrees with.

Explain that even if you do everything you can to make a safe experience, sometimes things go wrong and you must be able to deal with a crisis or emergency. Campers should talk about things that might go wrong and to know what to do. Share the S.T.O.P. formula; **S**top, **T**hink, **O**bserve, **P**lan. Brainstorm some ways to help children stay found. (see pages 44 - 45 in *Take a New Bearing*.) Discuss requirements.

Youth Requirements
Level 1 (also see session 7)
-With your group, list safety rules for outdoors and hikes. Write these rules in the back of your OLS *Tracker*. Talk about why rules are important. Give each member of your group one or more of these safety rules to monitor. Put a check mark by the one you are responsible for. Decide what to if someone breaks the rules.
-Discuss how to stay found. Practice "Hug-A-Tree"
Level 2 (also see requirements in Session 7)
-With your group, list safety rules in the back of your tracker for your hike or overnight trip. Plan and practice what to do if a stranger approaches and how to protect group and personal equipment from damage or theft by humans and animals.
-Make a poster or draw a picture in the back of your OLS tracker that shows why a buddy system is important. Use the buddy system on a hike.
-Discuss procedures for staying found.
Level 3 (requirements concerning harmful plants and animals are in Session 7)

Group and Personal Equipment

Demonstrate group and personal equipment. Discuss what equipment is needed for their trip and how to pack for a day and an overnight trip. Practice packing equipment for carrying.

Review the session and youth requirements. Ask for questions, and explain what the next session covers.

Youth Requirements
Level 1
-See Level 1 under Planning a Hike or Overnight.
Level 2
-See Level 2 under Planning a Hike or Overnight.
-See Level 2 under Food and Shelter.
Level 3
-See Level 3 under planning a hike or overnight.

OLS Program Leaders
Session 3 - Being Safe (First Aid, Sanitation, Weather Signs)

Subject	Method
First aid and first aid kits	Group discussion/Observation
Human waste	Group discussion
Water and purifying water	Group discussion
Washing dishes, trash and food waste, care and storage of food	Small group work and reporting
Weather signs	Presentation/Discussion

Time: 1½ hours

Location: Outdoors for most activities

Equipment Needed: Examples of individual and group first aid kits, water purification equipment, trowel, identification books, weather charts or books, supplies for environmental activities

Instructor Notes:

Be sure to include any procedures that your camp may have for first aid logs, handling waste, weather alerts, warning signals, etc.

First Aid and First Aid Kits

Discuss the things that might require first aid on a trip and the first aid equipment that is needed. Be sure to discuss any first aid procedures established by your camp or ask for examples if participants are from a variety of camps. Discuss safety rules (include buddy system), how accidents can be prevented and how to get help. Show a sample group first aid kit and discuss what each item is used for (see Chapter 4 *Take a New Bearing*). Discuss the things that would be in a personal first aid kit (see page 51 *Take a New Bearing*) and procedures for informing an adult of any problems. Review youth requirements for the three levels.

Youth Requirements
Level 1
-Find out where to go when you get sick or hurt while on a walking or boating trip. Practice what to do if someone gets hurt in three different types of outdoor areas while on a hike.

-Name three things that might require first aid on a hike. Explain what you can do to prevent these problems. Talk about what you would need in a first aid kit. Explain why you chose those items.
Level 2 (no specific requirements)
Level 3
-Name three things that might require first aid on a hike. Explain what you can do to prevent these problems. Identify the contents of the group first aid kit and what each item is used for.

Human Waste

Discuss appropriate toilet practices for your area and hand washing procedures (see pages 36, 83 - 86 *Take a New Bearing*). Discuss youth requirements. The requirement asks for an appropriate place to use as a toilet. Most sites today do not require making a primitive toilet but it is covered in the book.

Youth Requirements
Level 1
-Find an appropriate place to use as a toilet, a

place to wash your hands, and safe water to drink. Explain why you selected these places.
Level 2
-Discuss importance of good health practices and personal cleanliness in camp and/or on an overnight.
Level 3 (no specific requirements)

Water and Purifying Water

Discuss the water supply in your area or the area where you plan to have an overnight. Explain safe and unsafe water and if you need to purify it, how it is done in your area (see pages 79 to 83 *Take a New Bearing*). Discuss requirements and ask for questions.

Youth Requirements
Level 1
-See level one under human waste.
Level 2
-Find out where there is water that is safe for drinking.
Level 3 (no specific requirement)

Washing Dishes, Trash and Food Waste, Care and Storage of Food

Divide the group into three groups and assign each one of these topics:

- Washing dishes,
- Trash and food waste,
- Care and storage of food.

Be sure each group has a copy of *Take a New Bearing*. Ask each group to discuss ways to complete their task for an overnight. After about 10 minutes, ask each group to report. Add suggestions to their reports if needed, discuss requirements, and ask the group for any questions.

Youth Requirements
Level 1
-Draw a picture in the back of your OLS tracker of a plant in your area that is a nuisance to humans -- either poisonous or harmful in some way. Tell what part that plant plays in its natural setting.
-Show that you can take care of your outdoor area by cleaning up after lunch on your day hike.
Level 2
-Explain what the word "pollute" means and identify three places you know are polluted and why.
Level three
-On your overnight, make and carry out a plan for washing and sanitizing your dishes and cooking utensils and disposing of trash, garbage, dish water, foil, cans, plastic, paper, etc.
-Demonstrate methods for care, storage and protection of food from insects, animals, and spoilage.

Weather Signs

Show a cloud chart and/or refer to Chapter 4 in *Take a New Bearing* and identify warning signs in your area. Discuss how the weather in your area may affect hikes or overnights and any safety precautions the group should be aware of.

Show participants how to record and forecast the weather by observing clouds, wind and temperature. Discuss or rehearse any drills the camp may have and what the procedures are when out of the main camp area. Ask for questions. Discuss youth requirements.

Youth Requirements:
Level 1
-Plan a half-day hike. Show your group what you will wear and what you will take to be prepared for thirst, hunger and changes in the weather. Talk with your group about what to wear and what to take, how the weather affects your clothing, and liquid needed while hiking.

Level 2

-Go on an all-day hike or overnight trip and cook at least one meal. Show how you have prepared to keep warm and dry from rain or dew.

Level 3

-Name at least three problems campers might have to face in your area that are caused by weather conditions, altitude change, or land or water movement. Identify warning signs of these environmental forces. Demonstrate how you can be prepared for them - - no matter where you are.

-Make a poster that shows at least two different kinds of cloud formations and the type of weather conditions that usually accompany these formations. Or make a poster that shows at least two different weather conditions.

Program Leaders
Session 4 - Putting it on the Plate (Selection, Storage, and Preparation of Food and Use of Tools)

Subject:
Before the Cookout
Tools (rake, pocket knife, paring knife, peelers, trowel)
Deciding on Heat Source
Cooking a Meal

Method:
Presentation/Discussion

Demonstration and practice
Discussion/Demonstration and practice
Group participation

Time: 2 to 3 hours

Location: Outdoors in an area safe and suitable for outdoor cooking.

Equipment Needed: Food for cookout in quantities appropriate for the group. Trowel, rake, paring knives, peelers, pocket knives (enough for each participant), and several saws. Charcoal, charcoal fire grill, and lighting materials. Materials for making fire starters. Butane and/or propane stove(s)(optional) and fuel, matches, tinder, kindling and fuel, cooking gear, utensils and eating utensils appropriate for planned meals. NOTE: It is not recommended that gasoline be used for levels 1, 2, or 3.

Instructor Notes:

Depending on your training schedule and the experience of your program leaders, you may want to have a snack or cookout prior to the overnight. If workable you could plan for this snack or meal during the planning session.

The type of fuels and fires appropriate for your area will determine what you teach your participants. Many adults do not know how to safely light charcoal. If all types of fuels and fires are banned in your area, participants may plan a snack not requiring cooking.

This session will be mostly demonstration and practice. The cookout could be for a meal or a snack but should allow the program leaders to participate in the process.

Before the Cookout

Discuss the youth requirements and point out the progression between Level 1 where children learn to make fire starters and light a match, and Level 3 when they learn to cook a meal. Explain that although lighting a match seems very elementary, many children have been told to stay away from matches and do not use them in their homes. Be sure to emphasize:

- minimum-impact camping, (review pages 147 - 151 in *Take a New Bearing*)
- selecting and/or preparing a fire site
- safety
- fire regulations in your area
- how to extinguish the fire properly (see page 153 of *Take a New Bearing*)

Youth Requirements
Level 1
See Food & Shelter Instructors manual page 35.
Level 2
-As a group, plan and make a snack that requires cooking outside. Tell how you will cook your snack, the kind of heat you will use, and the safety rules to prevent you and the environment from being hurt.

Tools

Explain that participants in Levels 1 to 3 will not need many tools to complete the requirements in these first three levels. Most of the tools included here are used as a part of cooking out. Many children have not been allowed to handle while others have been given pocket knives to bring to camp with them. The important thing is using tools appropriately and correctly.

Discuss any policies your camp has about knives and their use in camp. Demonstrate how you might help children practice using a paring knife and peeler. (Most program leaders are masters with these tools but may not have thought about teaching children.)

Demonstrate how to help children open, close, and use a pocket knife and a saw. Other tools such as trowels and rakes are more common but children may need to be reminded of how to care for and store them safely.

Be sure to emphasize how minimum-impact camping prevents scarring the environment with inappropriate use. Discuss the requirements and answer any questions.

Youth Requirements:

Level 1

-Use a trowel, rake, paring knife, and peeler safely and show how to put each away.

Level 2

-List the uses of a pocket knife. Demonstrate your ability to use a pocket knife for cutting, paring, and whittling. Discuss the selection and care of a pocket knife.

-Identify possible needs for a saw. Demonstrate your ability to use and care for a saw appropriately. Explain where the saw should NOT be used.

Level 3

-Demonstrate proper use, care, and storage of a pocket knife.

Deciding on the Heat Source

Explain fuels and heat sources. Demonstrate different kinds of fires and their purpose. Explain which fires are best for the cooking method desired, e.g., baking, frying, grilling, boiling, etc. Discuss, demonstrate and/or make different kinds of fire starters (see page 145 in *Take a New Bearing*). If all fuels and fires are banned in your area, participants may skip these requirements.

Youth Requirements:

Level 1

-Make some fire starters for charcoal. Light a match and keep it burning for 10 seconds. Use it to light a wood or charcoal fire.

Level 2

-With your group, discuss the heat sources you can use for cooking outside in your camping area.

-Practice the skills you need to provide heat for cooking.

-Practice the safety and conservation rules you are following.

Cooking a Meal

Divide the group into small groups so all can participate. Assign each group a part of the meal to prepare and a different heat source to cook on. (If your area does not allow some heat sources or if the camp does not use them, the group does not need to practice using that source.

Discuss how they can help children to participate in a cookout. The counselor should work with the campers and not do it for them. Explain that accidents often happen on a cookout because children are bored while waiting and the counselor is busy cooking.

Explain how to divide their group to give everyone a job. The jobs may include:

- Wood gatherers
- Fire builders
- Safety patrols (water and extinguish fire)
- Cooks
- Clean up crew

Jobs may be rotated so all have a chance to do each job. Since jobs happen in a sequence, discuss other activities the campers might do when they are not involved with their job.

After the cookout and clean up is finished, discuss how it went and offer suggestions for making it successful with campers. Discuss the youth requirements.

Youth Requirements:
Level 1 (see requirements above)
Level 2 (see requirements above)
Level 3
-Select, use and care for two different kinds of cooking fuel for your overnight trip (charcoal, wood, butane, kerosene). Before you leave on the trip, use cooking methods that include charcoal, wood, and backpack stoves. Prepare food at least three ways: baking, boiling, grilling, frying, and/or roasting.

OLS Program Leaders
Session 5 - Tying It Up (Knots)

Subject:	**Method:**
Basics of Knot Tying	Brainstorm/Presentation
Knots and Hitches	Demonstration and practice
Stopper Knots -Overhand, Figure eight,	
Joiner Knots - Square, Granny, Sheet bend	
Hitches - Clove hitch, Taut line hitch	
Proper Care, Use, and Storage of Rope	Demonstration and practice

Time: 1 hour

Location: Indoors or outdoors, must be comfortable.

Materials Needed: Several sizes and lengths of rope for each participant. Matches, tape, twine for preparing rope. Items to be tied. (For example, clothes lines, tent-lines, shoe laces, things that will require the use of specific knots.)

Notes to the Instructor:

As you proceed through this session, point out techniques that are effective in teaching children knots. Be sure to demonstrate each step so participants can see and tie the knot with the instructor.

Basics of Knot Tying

Brainstorm where they use knots daily and why knots might be needed while camping. Explain that there are some basics needed to help with instruction on tying knots. They include:

- The part of rope that you are working with is called the ***working end*** or the ***free end***.
- The rest of the rope — the part you are not working with, whether it is 12 inches or a 100 feet long — is called the ***standing end***.
- A ***blight*** is a bend in the rope.
- A blight becomes a ***loop*** when you cross one part of the rope over another part. If the free end crosses over the standing end, you have an ***overhand loop***. If the free end crosses under the standing end, you have an ***underhand loop***.

Knots and Hitches

Discuss the purpose and demonstrate each knot by showing and allowing participants to practice each step. If the group is big, it helps to have program leaders work with a partner. Ask the program leader to teach their partner as they would teach a camper. Sometimes it is easier to tie a knot than to help someone else to tie one.

Youth Requirements:

Level 1

-Show where and what kind of knots a camper uses most often. Tie a square knot and a granny. Explain why the square knot is better. Tie a stopper knot and explain why it is used.

Level 2

-Tie a joiner knot and demonstrate its uses. Show how to tie one other knot you might use on an overnight trip.

Level 3

-Tie two kinds of hitches and use them on your overnight trip. Show the difference between a knot and a hitch.

Proper Care, Use and Storage of Rope

Show different kinds and sizes of rope. Discuss proper care and storage of a rope and why care is important. Demonstrate whipping as a way to keep a rope from becoming unraveled. Review the requirements and ask for questions.

Encourage the group to practice their knots in their free time or plan a craft or activity that uses knots.

Youth Requirements

Level 1 and Level 2 (no specific requirements)

Level 3

-Demonstrate the proper care and storage of the rope you are using.

-Explain different kinds and sizes of rope and give examples of how each is used in camp.

-Demonstrate how to prevent a rope from becoming unraveled.

OLS Program Leaders
Session 6 - Finding Your Way (Map and Compass)

Subject:
Finding Your Way
Pacing
Compass
Maps

Method:
Demonstration and practice
Demonstration and practice
Discussion and practice
Task Group/Sharing

Time: 2 hours

Location: Outdoors, level area. Theory may be taught indoors in inclement weather.

Materials Needed: Examples of highway and hiking maps (planimetric and topographical) of local areas and others. 50 foot and 50 yard lengths of rope or twine for measuring paces. One compass per *Program Leader*/participant. Markers for compass games.

Instructor Notes:

Map and compass skills can seem difficult or unnecessary to both campers and program leaders.

All participants should stand or sit so they can see. Be sure each participant (or pair) has equipment. If you are going to use a small course as a game, it needs to be set it up before the session.

Finding Your Way

Explain that there are lots of ways to find your way without using a compass (see *Take a New Bearing*, page 215). Find east by using the sun. At night, have the group find the Big Dipper and the North Star. (If the training is only during the day use a chart to show where the North Star is in relation to the Big Dipper.)

Explain that if you don't know the direction you want to go, a compass will only help you walk in a straight line.

Brainstorm some other ways to identify a direction and walk in a straight line. How can you help people follow you?

Youth Requirements:
Level 1
-Find east by using the sun and knowing the time of day. Show where north, south, and west are. (Requirement about staying found is in Session 2 page 36.)
Level 2
(Requirement about staying found is in Session 2 page 36.)
Level 3
-Find the North Star by using the Big Dipper. How many stars are included in the Big Dipper? In the Little Dipper?
-Discuss the use and appropriateness of road or trail signs that do not harm the environment but give direction. Draw three appropriate trail signs in the back of your *OLS Tracker*.

Pacing

Lay out a 50 foot and a 50 yard straight course with the two lengths of rope. Explain pacing and have each participant measure their pace (see page 225 in *Take a New Bearing*). There are 5,280 feet in a mile and if your pace is five feet, you will walk a mile for every 1056 paces. Discuss how pacing can be used in your

everyday life. Practice using paces to measure distance to various locations in camp. Discuss the youth requirements.

Youth Requirements:
Level 1
-Count the number of double steps (paces) between two points about 100 feet apart and compare with others in your group. Do it for 50 yards. Find the average length of your pace.
Level 2
-Estimate heights and distance without using manufactured measuring tools. Measure 100 yards by pacing.

Compass

Show several different kinds of compasses, if available. Give each person or each pair a compass and explain the various parts of the compass (see page 228 - 231 of *Take a New Bearing*) and how to hold it. Ask everyone to find and face north using their compass. Now show how to turn the compass housing by turning your body in the direction of travel and face east. You will have turned 90 degrees. Practice by calling out directions and/or degrees.

Explain how to ***follow a bearing*** by sighting something in the direction or degree that has been given you.

If you want to know the direction a tree or building is from where you stand, you can ***take a bearing*** by pointing the direction of travel arrow to the tree and then turn the compass housing to line up north with the magnetic needle. The number on the direction of travel arrow will be the bearing you want to know. Why does each participant have a different bearing? Practice giving and taking bearings.

Explain how to keep on a straight line by sighting several objects in a row. Play a compass game. Example: lay out a small circular course with three to five numbers on stakes or pinned to trees or other markers. Put participants into pairs and tell them they can start at any spot but take the bearings in order from that point. 1, 2, 3 or 5, 1, 2. The team with the greatest number of correct bearings wins.

Discuss the youth requirements and answer any questions.

Youth Requirements:
Level 1 (no specific requirement)
Level 2
-Show that you know how to hold a compass correctly. Use your compass to face north, east, south and west. Identify what is nearby that could prevent the compass from working correctly.
Level 3
-Use a compass to take a bearing from a cardinal point. Follow this bearing for 100 feet. Play a compass game.

Maps

Show different kinds of maps and explain the legends. A highway map is a planimetric map (flat with measurements on it) and a topographical or "topo" map shows contour lines for the hills and valleys, color or symbols for woods, marshes, and other land marks. North is always at the top. Show how to orient the map with the compass. Ask participants to make a map of the area they just walked.

Go over the youth requirements and ask for any questions.

Youth Requirements:
Level 1
-Locate where you are on a highway map of your area.
Level 2
-Explain the difference between a highway map and a topographical map and how each is used.
Level 3
-Explain how to read a map related to your locality. Identify north, the legend, and at least three landmarks on your map.
-Use a compass to make a simple map of an outdoor area.

OLS Program Leaders
Session 7 - Exploring Your World

Subject:
Tour and Environmental Hazards and Nuisances
Comfort in the Outdoors
Ecological Principles

Method:
Group participation
Brainstorm/Discussion
Presentation/Games

Time: 2 hours

Location: Outdoors

Equipment Needed: None

Instructor Notes:
The adults you are working with probably have some comfort in the outdoors or they would not be program leaders. However, with the advance of technology for comfort and entertainment, most adults and children have had fewer outdoor experiences than their parents and grandparents.

Tour and Environmental Hazards and Nuisances
Tour the camp and point out any natural features that might be a hazard to children, for example: cliffs, water bodies, slides, or holes. Or conduct a scavenger hunt with a map for identifying natural hazards.

Identify and discuss precautions to protect against harm from natural hazards, plants, animals, insects, etc. Discuss the youth requirements.

Youth Requirements:
Level 1
-Tour your outdoor area and identify natural hazards such as cliffs, water, slides, or holes. Explain how to avoid these dangers.
Level 2
-Name three problems that plants, animals, or insects in your area cause humans. Tell how to avoid these dangers.

Level 3
-Identify plants, animals and/or insects in your area that are harmful to some or all people. Make up a skit to tell others about these problems and how they harm you.

Comfort in the Outdoors
Explain that before people can enjoy the outdoors, they need to feel comfortable and secure. Explain that all children are naturally curious about the outdoors. They want to know about plants, animals, odors, textures, colors, etc. Sometimes this curiosity is ignored or stifled because of a bad experience, or because they have heard others' fears or seen something on television. Some things may be so basic that they are overlooked. For example, reluctance to turn off a flashlight may be because they have never had one that is theirs to control or because they have never experienced total darkness at night. They may have always had a night light or street lights.

As a leader you have a triple responsibility:
1. You must be sure not to destroy anyone's natural curiosity.
2. You must be able, to revive lost or stifled curiosity.
3. You must nourish the curiosity of those who already feel comfortable outdoors.

Ask the group members to share some personal experiences they have had with someone who stifled their curiosity or made them feel uncomfortable or fearful of the outdoors. (Sometimes depending on the leader's skills, these stories end up as funny memories.)

Brainstorm ways the program leader can help children with physical comfort. Brainstorm and discuss the leader's role in psychological comfort (see pages 96 and 97 in *Take a New Bearing*). Find the familiar and unfamiliar by using all five senses.

Ecological Principles

Explain that ecology seems very complex to many people. Understanding the basics will not only help participants feel more comfortable outdoors, but will build an appreciation and respect for the environment. Ecology is the study of the interrelations of plants and animals and their environment.

All plants and animals depend on the four L.A.W.S. of nature: Light, Air, Water, and Soil. You can explain different plants and animals by examining these L.A.W.S. in their environment. Jungles are different from oceans and mountains; the plants and animals that depend on the L.A.W.S. are different in each.

Play at least two nature games (see pages 119 - 136 in *Take a New Bearing*). *Sharing Nature with Children* by Joseph Cornell, includes several games (Predator/Prey, unnatural Trail, Webbing) that are appropriate for younger children, and illustrate ecological principles.

Choose activities carefully to include only those that are environmentally sensitive, are age appropriate and make everyone feel a part of the group. Elimination games or games designed to make someone the subject of ridicule are never acceptable. Scary stories are not appropriate for people that are trying to get used to the outdoors at night. Participants should plan activities that contribute to good feelings and positive group morale. Discuss requirements and answer any questions.

Youth Requirements:
Level 1
-Explain what you eat and where it comes from. Look for wildlife or birds in your outdoor area. What does the wildlife around you eat?
Level 2
-Draw a picture or make a poster of an animal in its natural environment and demonstrate how to watch animals and respect them.
-With your group, play two nature games that help teach ecology.
Level 3 (no specific requirement)

OLS Program Leaders
Session 8 - Overnight or Simulated Overnight Trip

Subject	Method
Planning for the Overnight	Group Participation
On the overnight	Discussion
Evaluating the Experience	Discussion

Time: Variable, generally allow for the following: travel time (to and from site), site set up, food preparation and eating, programs and activities, 7- 8 hours of sleep, equipment pack up, site clean up and restoration, and evaluation.

Location: Outdoor setting with level space for tents, place to build a fire and cook, toilets or place to build a latrine, drinking water, and a natural setting (not a lawn).

Materials Needed: All equipment planned for levels in the planning session, i.e., packs, tents, food, cooking gear, clothing, individual and group equipment.

Instructor Notes:

This session is a summary session allowing the group to plan and practice all the skills taught in the other sessions. You may want to do some of the skills sessions while on the overnight. For example, you may want to do the compass session as an activity on the overnight. Be sure it is clear in the objectives as you begin planning with the participants. If it is not possible or feasible to have an overnight camping trip, it is possible to simulate one.

In most cases the campsite for this level of overnight will provide for water and toilets at the site, but if they are unavailable, discuss provisions for carrying or purifying water and for primitive toilets.

Planning for the Overnight

Ask the group to reflect back to Session 2, **Planning for a Hike or Overnight** on page 33. Discuss the youth requirements on page 34 and those to be completed on the overnight (this page) to be sure they have included everything required in the planning session. Ask the group to do their plan for the overnight beginning with goals and objectives.

Be sure the plan inludes:

- Packing for overnight
- Carrying gear to site
- Minimum-impact camping
- Weather conditions on the overnight
- Selecting sites for tents, fire, accessability to water and toilets
- Protection from others and animals
- Setting up camp site
- Water purification, if necessary
- Cooking, eating, cleaning up for all meals
- Exploring the area, singing on the trail, playing games, and stories for the campfire
- Taking down tents, packing up
- Returning and cleaning equipment
- Plans for evaluating the experience

On the Overnight

Review the activities required and implement plans. As activities are completed, discuss tips for giving everyone an opportunity to practice the skills, and the differences in working with children at various ages and levels.

Youth Requirements:
Level 1
-Pack a day pack with the essentials for a half-day hike. Go on a hike. While hiking, look for birds, signs of the seasons, and special natural treasures.
Level 2
-Go on an all-day hike or overnight trip and cook at least one meal. Show how you have prepared to keep warm and dry from rain or dew.
Level 3
-Go on an overnight trip, cooking at least two meals. Build and use a temporary shelter.

Evaluating the Experience

At the end of the overnight, spend some time evaluating the experience and discussing ideas for making a positive experience for children. Discuss the importance of recognition in the OLS program. See page 8 of the Instructors manual. Discuss ways to award patches and recognize participants for their accomplishments.

At an evening campfire or at the completion of the course, award participants their OLS Program Leader card.

PROGRAM LEADER ADVANCED COURSE: LEVELS 4 AND 5

The purpose of the ACA Outdoor Living Skills Advanced Course is to provide Instructors with information and suggestions for conducting a training session for program leaders or Instructors who do not have these more advanced skills. This course does not teach the skills needed for the specific mode of travel, eg, canoeing skills, biking skills, etc. Some basic backpacking skills are included. If the instructor includes the skills needed for the mode of travel, then additional time requirements should be determined and the appropriate curriculum developed.

After program leaders have mastered the skills, knowledge, and attitudes of the Basic Course - Levels 1, 2, and 3, they should be ready to move into advanced outdoor living skills. Weather and Stars are the names of the advanced levels 4 and 5. The course has been developed for the older camper (at least 12 years old) with the assumption that participants have mastered the skills in the first three levels.

General Guidelines and Session Overview for Instructors

Qualifications of Program Leaders

Program Leaders have a much greater responsibility in levels 4 and 5 than they do in the first three levels. This responsibility is recognized by the fact that the skills necessary to complete Levels 4 and 5 include two or more overnights and participants are generally away from immediate emergency help.

Program Leaders should:

1. Have basic skills and knowledge, and successful overnight camping experiences;

2. Be mature enough to understand and accept the responsibility of taking campers on two or three night trips away from immediate emergency help. It is recommended that a trip leader be 21 or older. The OLS program leader for levels 4 and 5 may or may not be the trip leader; and

3. Have the skills needed for the mode of travel selected, e.g., canoeing, biking, etc.

Location and Session Overview

An outdoor setting is necessary for teaching levels 4 and 5 even if the weather is poor. Since all participants will have mastered the basic skills presented in levels 1, 2 and 3, the advanced program will continue to reinforce the skills developed in the first three levels.

The training can be set up in two ways:

1. Planning and skill development (approximately 10 hours) can occur prior to an actual two- to three-day trip. (The curriculum design that follows is based on this option)

   The setting should be as much like that of the actual camping trip as possible. The teaching area should include level ground for setting up equipment and shelters, access to potable water, either toilets or a place to build primitive latrines, and safe areas for cooking meals. The area should be large enough to accommodate compass courses and consist of both open and wooded areas. Or:

2. Planning done (approximately 6 hours) prior to the trip. Additional skill development and practice happen on the trip.

The instructor should consider participants abilities and strengths when deciding which model to use and when planning the trip in either model. A good rule for hiking or backpacking is to allow one hour to cover two miles. A canoeist who is not in shape for all-day paddling will need to rest every hour. The instructor should be familiar with the route and know the trail or water conditions, potential hazards, difficult areas, potential overnight camp sites, etc.

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Either the agency/organization or the instructor has the responsibility to procure permission to camp on the land, use the water for boating, build fires (if needed) and to obtain other required permits.

Group Size

Since much of this training program is a simulation of teaching techniques, it is best to arrange the group into smaller subgroups that can work together. Several small subgroups made up of three to five participants can be a very efficient way to give several people an opportunity to lead at the same time. Because the instructor must be able to go from group to group and supervise carefully, four subgroups is probably the maximum acceptable number.

Organization of the Training

Since the following training design is based on the first option, the skill development will happen before the trip.

Part of this training program could be completed by the participants before the actual training occurs. This includes asking participants to bring sample menus for a trip, a record of the weather conditions and predictions that they have observed for a week, and a list of personal and group equipment they will need for a 2 - 3 day trip.

Session Overview

The advanced course begins with Session 9. Sessions 1-8 are a part of the basic course. The following is a list of the topics covered in each session and the approximate time.

Session 9 - On Your Way (Planning an Outing and Equipment) - 2 hours

- Get Acquainted Activity
- Characteristics of Youth
- Overview of the Course and Trip
- Planning the Trip
- Planning Personal Equipment
- Planning Group Equipment
- Planning Meals

Session 10 - Being Safe (First Aid, Sanitation, Natural Hazards) - 2 hours

- Safety Rules
- Teaching Children How Not to Get Lost
- First Aid Practices/Supplies
- Affects of Temperature on Human Body
- Water Purification
- Selection and Preparation of Toilet Areas
- Sanation Plan

Session 11 - Putting it on the Plate (Selection, Storage, Preparation of Food) - 2 hours

- Camp Stoves
- Preparation of Meals
- Sanitation and Disposal of Trash

Session 12 - Being Prepared and Tying It Up (Tools and Knots) - 2 hours

- Tools
- How to Teach Knot Tying
- Lashing (optional)

Session 13 - Finding Your Way (Map and Compass) - 2 hours

- Using Maps and Navigational Markers
- Laying a Compass Course
- Following a Compass Course
- Using a Map and Compass Together

Session 14 - Exploring Your World - 2 hours

- Teaching Children Appreciation
- The Ecosystem and the Food Chain
- Weather
- Minimum Impact Camping

Session 15 - The Trip - Variable (at least 2 nights)

- Requirements While on the Trip
- Evaluation

OLS Program Leaders
Session 9 - On Your Way (Planning an Outing and Equipment)

Subject:	Method:
Get Acquainted Activity	Game/Group discussion
Characteristics of Youth	Discussion
Overview of the Course and Trip	Presentation/Discussion
Carrying Capacity of Your Camping Area	Discussion/Brainstorm
Planning the Trip	Group planning/Discussion
Planning Personal Equipment	Group planning/Discussion
Planning Group Equipment	Group planning/Discussion
Planning Meals	Group planning/Discussion

Time: 2 hours

Location: Most of these topics can be discussed indoors or outdoors, although the group should be outdoors whenever possible. The group will need to be outdoors to pitch the tent or shelter.

Materials Needed: The introduction has two options for offering this course. They are noted as 1 and 2. In option 1, the planning and the trip occur at different times so participants do not need to bring all their personal equipment to the planning meeting. In option 2, participants do not return home between the planning and the trip, so a list of the personal equipment needed by program leaders will need to be provided as a part of the precourse information. Ask participants to bring a notebook and pen or pencil.

A list of equipment the camp or agency/organization can provide for a 2-3 night overnight trip will help the group plan what they need. They should bring samples of equipment to demonstrate packing and samples of several different types of shelters (tents or tarps) appropriate to the area and type of trip.

Instructor Notes:

The type of trip (backpack, canoe, bike, etc.) will either be decided before the training begins and utilized as a part of the promotional materials or will be decided as a part of a precamp training design. Throughout this session you will note that there are some differences in the process for option one and option two. It may be helpful to review Session 2 on group planning.

Get Acquainted Activity

Plan a get acquainted activity (or use one of the two options at the end of this session) that will help the group share their prior experiences in camping and with the OLS. This time should be a fun, non-threatening way to gather more information on the experience of individual Program Leaders/Instructors.

Even if the group already knows each other, they can begin talking about their experiences... both good and bad.

Characteristics of Youth Ages 11 through 16

Review handout on developmental characteristics of youth that are the age and experience for Levels 4 and 5. Ask how these might effect their participation in the skill training or on the trip.

Overview of the Course and Trip

Share the objectives and schedule for the course and trip. Brainstorm about why doing activities on a trip

is different from doing them at basecamp. Be sure the group has included the following:

- must be more self sufficient
- must handle emergencies without readily assessable medical help
- must be able to deal with any public interference
- must be able to handle problems resulting from weather conditions
- must be able to deal with health and sanitation issues
- understand the carrying capacity of the site

Discuss the different roles and responsibilities of being a youth participant, program leader, and the trip leader.

Carrying Capacity of Your Camping Area

Explain that carrying capacity may be determined by public policy, eg. regulations limiting the number in a group, the number of permits issued, etc. In places like a privately owned camp, the carrying capacity should be determined based on the natural resource conditions, institutional factors, and social factors.

Most camps are used to carrying capacity based on institutional factors such as the number of beds and the space in the dining hall, and on social factors, such as size of groups for personal interaction and supervision. The condition of the environment may be a factor given little concern.

How many people could use an outpost site without impact on the area? Are trails eroding? Is dirt around campfire rings pounded down and barren? Is there a plan for rotation and repair? Ask participants to brainstorm about factors that might affect the carrying capacity of the site you plan to use.

Planning the Trip

Review the five steps to planning on page 29 of Instructor manual. Group planning works best when everyone in the group fully participates in the planning. The process of planning is the most important part of this activity. The goal is to plan a trip, and the objectives should answer the who, what, when, why, how much, and where. They should consider any conditions that might affect the trip such as time, materials, ability, and weather. The group planning process covers activities identified in the youth requirements including:

- type of trip
- where to go; using highway maps and topographical maps for planning route, etc.
- plans for minimum-impact camping.

Divide the total group into groups of no more than eight participants and ask each group to develop plans for the trip. These smaller groups can plan their trip together or use suggestions from both groups to complete a single plan for the trip.

Discuss ideas for planning with youth and the youth requirements.

Youth Requirements:

Level 4

-Plan a two-night overnight with at least five meals (2 dinners, 2 breakfasts, 1 lunch). Make a list of personal and group equipment needs. Plan how to pack and carry the equipment. Consider the possible weather conditions and plan appropriately.

Level 5

-Plan a trip that has at least three nights of non-motorized travel. Make a list of personal and group equipment appropriate for the type of trip you are planning. Plan how to pack and carry the equipment. Consider the possible weather conditions and plan appropriately.

Planning Personal Equipment

Option A - Explain the importance of proper equipment for the type of trip you are taking. For example, the appropriate boots and equipment for backpacking are very important.

Ask each group to develop a list of personal equipment. Compare lists and discuss advantages and disadvantages and develop an agreed upon compiled list.

Option B - In small groups, each participant explains personal equipment brought to the training and why

each item is important. Refer to requirement under "Planning the Trip".

Suggested Personal Carrying Weights: Except for short trips, most healthy youth should not carry more than one quarter their body weight. Adults can usually carry one quarter to one half depending on their strength, physical condition, and experience.

Weather: Discuss how to be prepared for the weather conditions you might encounter on the trip.

Planning Group Equipment

Provide each group with a list of the group equipment available for the trip. Discuss any advantages and disadvantages of each piece of equipment. Refer to requirements under "Planning the Trip". (Stoves are demonstrated in Session 11.)

Packing: Demonstrate how to pack personal and group equipment. Discuss requirements for packing under "Planning the Trip".

Shelters: Demonstrate and practice putting shelters up. Discuss advantages and disadvantages for each shelter that might be available for the trip. This will vary greatly depending on weather, time of year, and area of the country.

Youth Requirements
Level 4
- With at least one other person, pitch a tent or tarp shelter.
Level 5
- (see Level 5 in Session 15 for shelter appropriate to terrain, weather, and type of trip.)

Planning Meals

In the same group, plan at least five meals (2 dinners, 2 breakfasts, 1 lunch) involving some dehydrated foods, one uncooked meal, and the use of a camp stove for at least one meal. On a trip, food should be nutritious, simple, easy to prepare quickly, lightweight, compact, inexpensive, nonperishable, and tasty. The process of planning meals should include impact on the environment. Consider the packaging and the amount of trash or garbage the meal will generate. You should try to avoid using glass or cans, which are prohibited in some areas. You can repackage food in plastic bags or returnable containers to carry out with you.

Once meals are planned, each small group should plan the quantity needed; packaging and carrying; and the equipment and utensils for meal preparation, eating, and cleanup.

Ask the group to agree on menus and discuss any changes. Also, discuss techniques for planning meals with campers.

Based on the budget and plans of the camp/organization, the leader can purchase food prior to the trip or the group could take part in the purchasing. If the camp has food requisition forms, have the group practice using them.

In the large group, share and discuss advantages and disadvantages of each meal and the youth requirements.

Youth Requirements
Level 4
-With a group, plan a complete menu for a two-night overnight. Consider nutritional needs, demands of the activity, amount of time to be spent cooking, availability of safe water, keeping food safe for consumption, and minimum impact on the environment.
Level 5
- With a group, plan complete menus for your trip. Consider nutritional needs, demands of the activity, availability of water, the type of food needed for safe consumption, and minimum impact on the environment.

Get Acquainted Activity

(2 options)

1. Make a copy of the following statements and pin one on each person's back as they enter. Explain that they are to find out their special skill, who they are, and the movie they are in. They can only ask questions that can be answered yes or no or through pantomime. After most have guessed who they are, gather the group into a circle and ask each person to introduce themselves and explain how close their character's skills are to their own camping experience. Feel free to update the list of movies with other camping skills at any time.

2. Give each participant a paper with one of the following roles. Ask him/her to introduce himself/herself and have the group to guess who they are, their skill, and the movie by acting it out non verbally. After the Charade ask the participant to share his/her real camping experience with the group.

I can ride like John Wayne in **True Grit**

I can ride like Harrison Ford in **The Last Crusade**

I can raft like Meryl Streep in **The River Wild**

I can put out fires like Curt Russell in **BackDraft**

I can sail like John Candy in **Summer Rental**

I can identify insects like John Goodman in **Arachnophobia**

I can dive like Harrison Ford in **The Fugitive**

I can climb and rappel like Sylvester Stallone in **Cliff Hanger**

I can dance like Patrick Swayze in **Dirty Dancing**

I can run like Tom Hanks in **Forest Gump**

I can shoot a bow like Kevin Costner in **Robin Hood**

I can ride like Brad Pitt in **Legends of the Fall**

I can teach sailing like Alan Arkin in **Indian Summer**

I can administer first aid like Kevin Costner in **Dances with Wolves**

I can teach singing like Julie Andrews in **The Sound of Music**

I can predict the weather like Helen Hunt in **Twister**

I can chop wood like Jody Foster in **Nell**

I can coach like Emilio Estevez in **Mighty Ducks**

I can read the stars like Tom Hanks in **Apollo 13**

I can cook like Steven Segal in **Under Siege II**

I can drive a bus like Sandra Bullock in **Speed**

I can swim like Julia Roberts in **Sleeping with the Enemy**

I can teach like Michele Phiefer in **Dangerous Minds**

I can lead singing like Whoopie Goldberg in **Sister Act**

I can canoe like Pocahontas in **Pocahontas**

I can play baseball like Madonna in **A League of their Own.**

I can handle a knife like Paul Hogan in **Crocodile Dundee**

DEVELOPMENTAL CHARACTERISTICS

11-13 Year Olds

Physical Growth and Development

- A resting period followed by a period of rapid growth in height and weight - usually starts between 9 and 13, although boys may mature as much as 2 years later than girls.
- At these ages, girls are usually taller and heavier than boys.
- Reproductive organs maturing, secondary sex characteristics developing.
- Rapid muscular growth.
- Danger of over-fatigue - girls are becoming gradually less active.

Behavioral Characteristics

- Wide range of individual difference in maturity level.
- Gangs (groups) continue, although boys tend to be more loyal to the group than girls.
- Time of awkwardness and restlessness.
- Teasing and antagonism exist between boys and girls.
- Opinions of group become more important than those of adults.
- Tend to be overcritical, rebellious, changeable, uncooperative.
- Self-conscious about physical changes.
- Interested in making money.
- Imaginative and emotional with hero-worship evident.
- Asserting independence from adults, although time of strengthening affectionate relationships with specific adults.

Special Considerations

- Greater interest in outdoor activities.
- Competition keen - willingness to submerge self for benefit of group (team).
- Organized games needed - boys and girls begin to differentiate play preferences, thus making co-recreation difficult.
- Skill is essential for successful group participation - students willing to practice skills, but need guidance.
- Boys greatly interested in team (group) sports.
- Discipline can be problem because of spirit of group.
- Good age for camp because of general enthusiasm.

14-16 Year Olds

Physical Growth and Development

- Sexual maturity, with accompanying physical and emotional changes.
- Skeletal growth completed, adult height reached (95%), muscular coordination improved.
- Girls achieve puberty at 13, boys at 15 (on average).
- Variance great because some complete adolescent development before others start - girls are generally about 2 years ahead of boys.
- Skin difficulties and complexion problems evident, can require medical care and be a cause of real emotional concern.

Behavioral Characteristics

- Between 12 and 15, shift from emphasis on same sex to opposite sex - girls develop interest in boys earlier than boys do in girls.
- Concern about physical appearance.
- Social activity increases, preoccupied with group acceptance.
- Increased learning and acceptance of sex role.
- Time of adjustment to maturing body.

- Achieving independence from family a major concern, yet may have strong identification with admired adult.
- Searching for self and self-identity.
- Beginning of occupational choice.
- First love experiences and going steady occur
- Going to extremes, know-it-all attitude may be evident

Special Considerations

- Acceptance by and conformity with others of own age is important.
- Need unobtrusive, non-threatening adult guidence.
- Need opportunities to make decisions.
- Need provision for constructive recreation.
- Need assurance of security, being accepted by peer group.
- Understanding of sexual relationships and attitudes.
- Opportunity to make money.
- Boy's leisure activities still tend to center on sports, but girls generally spend more time going places with friends, talking on telephone, and participing in other indoor activities.

Older Campers

Older Adolescents and Young Adults

- Becoming independent and making it on their own.
- Developing skills, knowledge, and competencies to earn a living and achieve success in adult life.
- Continuing to learn about self.
- Idealistic view of adult life.
- Interests narrow and specialization in one or two areas emerge.
- Acquiring skills, attitudes and understanding of the opposite sex.
- Choosing a mate.
- Formulating values and developing a philosophy of life.
- Choosing and entering a vocation.

Adults

- Achieving satisfaction in one's vocation.
- Assuming social and civic responsibilities.
- Testing and refining values.
- Becoming parents and raising children to become responsible and well-adjusted.
- Learning to relate to parents and older adults.
- Developing skills that are family-centered.
- Learning to cope with anxiety and frustration.

Older Adults and Senior Citizens

- Building a new relationship with grown children.
- Learning to relate again to one's spouse.
- Adjusting to declining energy and physical changes of aging.
- Coming to terms with life goals and aspirations.

OLS Program Leaders Course
Session 10 - Being Safe (First Aid, Sanitation, Natural Hazards)

Subject:	**Method:**
Safety Rules	Brainstorm/Discussion
Teaching Children How Not to Get Lost	Group discussion/Presentation
First Aid Practices/Supplies	Discussion/Practice
Effects of Temperature on Human Body	Discussion
Water Purification	Presentation/Demonstration
Sanitation Plan	Brainstorm/Group work
Selection and Prepration of Toilet Area	Presentation/Demonstration

Time: 2 hours

Location: Outdoors unless weather is inappropriate.

Materials Needed: Individual and group first aid supplies for an overnight trip. Agency/organization provides materials found in individual kits so program leaders will not have to use personal equipment for practice. Water purification equipment should be on hand to accommodate the method recommended by agency/organization. Tools for digging a toilet (trowel), and toilet paper.

Instructor Notes:

Review the ACA's trip and travel standards health and safety before leading this session. Standards cover safety concerns, regulations, emergency situations and assistance, pre-trip orientations, water purification, and minimum environmental impact procedures. This is not a first aid course. It is recommended that at least one staff member on the trip be currently certified in first aid and CPR.

Safety Rules

Brainstorm a list of safety concerns while on a trip in each of the following categories (what to do in first aid, water purification, and if lost are covered later in this session).

- in vehicles
- hiking (or other modes of travel)
- cooking out
- cleaning up
- other program activities
- around natural hazards
- different weather conditions
- around the public
- with medications
- poisonous plants
- animals
- around bodies of water
- when someone is hurt
- other

If the camp has safety rules, compare them with the above list. If there is not a list of safety rules, create them from the above list of concerns. Adults and children have a greater commitment to keeping rules when they see the need for the rule or have an opportunity to help make them.

Youth Requirements

Level 4

- As a group, write and sign an agreement about what each member has agreed to do to take responsibility for their own health and safety. Write this in the back of your *OLS Tracker*.

Level 5

- Review or write safety rules needed for your trip. Write out directions for getting emergency help while on the trip. Write this information in the back of your *OLS Tracker*.

Teaching Children How to Not Get Lost

Divide the group into small groups of 3 or 4, ask them to discuss what children can to do to keep from getting lost, what children should do if they do get lost, how to stay found, and emergency signaling (see *Take a New Bearing* pages 43 - 47). Share with other groups.

Discuss what staff and campers are to do when a person is missing (camp's procedures for missing persons). Discuss youth requirements.

Youth Requirements
Level 4
- Identify the rules or steps you need to take to keep from getting lost and what to do if you are lost and cannot contact an adult. Develop and put on a skit for a younger group to help keep them from getting lost.

Level 5
- Explain how you would use emergency signaling to indicate you are lost, injured or in need of food.

First Aid Practices/Supplies

Ask the group what kinds of common health issues, allergies, or emergencies they might encounter on a trip. How might the procedures be different when out on a trip? Discuss first aid for victims of insect bites, poisonous plants, and animal hazards in your locality. Ask members of the group to identify themselves if they have a current first aid certificate.

Divide the group into groups of three and, if possible, put a first aider in each group. Ask them to rotate the roles of leader, victim, and observer. Simulate actions of a leader in the case of a victim who is not breathing, has severe bleeding, a head or back injury, broken bone, burn or sprain. (Ask the camp nurse or a first aider to help with this session if the majority of the group does not have a current first aid certificate.)

What are your procedures for medications on the trip. Discuss how and who is to have first aid supplies (see *Take a New Bearing* page 93 for suggested list). Discuss the youth requirements.

Youth Requirements:
Level 4
- Explain how to treat insect bites, contact with poisonous plants, injuries from animals or snake bites, or other hazards common to your area. Practice any skills needed.

Level 5
-(In tracker, but not book) Learn handling and care of a person with injury from animal, poisonous plant, snake, and/or insect bite or sting when medical help is not readily available.
- Explain the common health or allergy problems and/or emergencies you may encounter on a trip, the first aid skills needed to handle these, and plan and pack the first aid supplies needed.
- Explain the handling and care of a person with head or back injuries, broken bones, burns, sprains or lacerations when medical help is not readily available.

Effects of Temperature on Human Body

Explain the difference between *Hypothermia* (low heat) and *Hyperthermia* (high heat). Discuss what you can do to raise or lower the temperature (see *Take a New Bearing* page 89-93). Discuss the youth requirements.

Youth Requirements:
Level 4 (see requirement under Safety Rules)
Level 5
- Explain the effects of heat, cold and wetness on the body and explain how to recognize signs of problems in your own body and in those around you. Discuss when to alert an adult and what you can do.

Water Purification

Explain how important it is to have safe water for drinking and cooking. In most developed parks and campgrounds, pumps or faucets will provide a safe source of water. You will need to plan how much water you need to carry between safe sources of water or how to treat water to use on a trip.

Explain what Giardia Lamblia is and how it gets into the water even in the most remote areas (see *Take a New Bearing*, pages 79 -83). You will need to purify all water used for drinking, cooking, and washing dishes.

Demonstrate or ask a participant to demonstrate several methods (boiling, purifiers, filtration) for purifying water in your area. Discuss advantages and disadvantages of each. Discuss youth requirements.

Youth Requirements
Level 4 (no specific requirement)
Level 5
- Demonstrate at least one method of purifying a water supply for drinking and for cooking. Include ways that will make water safe from Giardia. Discuss and plan for appropriate trail sanitation.

Selection & Preparation of Toilet Area

Explain that if toilet facilities are available, campers should use them no matter how unpleasant they might be. Discuss the appropriate method for disposing of human waste in your area. Consider:

- regulations of land owner/management
- size of group
- type of soil
- location
- time of year
- what to do with toilet paper
- environmental impact

Demonstrate locating a site, and preparing, and covering a cathole. Discuss youth requirements.

Youth Requirements
Level 4
- Discuss and demonstrate appropriate toilet practices for your area.
Level 5
- Discuss and demonstrate appropriate toilet practices for your area.

Sanitation Plan

Brainstorm what should be included in a sanitation plan (see *Take a New Bearing* pages 33 - 39). Be sure the group has included:

- washing and sanitizing your dishes and cooking utensils
- what to do with waste water
- what to do with trash and garbage (Plan with waste and the impact on the environment in mind - carry it out)
- what should be carried out (never bury used food containers)
- personal hygiene

If you are camping in an area where there is not a sink for disposing of waste water, explain how to make a small sump hole for leftover water. The sump hole should be at least 200 feet from a water source such as a lake, stream, or river. and 50 feet from tent or cooking area.

Do not wash dishes in a lake or stream. Even biodegradable soap pollutes the water. Only fluids such as dishwater, water from brushing your teeth, and wash water should be disposed of in the sump hole. It is best to replace the sod and fill the hole when you break camp or cover every day.

Ask each group to make a sanitation plan including everything on the brainstormed list. Ask groups to report out their plans and have the whole group agree on one plan for the trip. See youth requirement under water purification - Level 5.

OLS Program Leaders Course
Session 11 - Putting it on the Plate (Selection, Storage, Preparation of Food)

Subject:
Camp Stoves
Preparation of Meals
Sanitation and Disposal of Trash

Method:
Demonstration/Practice
Discussion/Demonstration/Practice
Practice/Discussion

Time: 2 - 3 hours

Location: Outdoors. Some activities can be completed indoors if weather is uncomfortable or inappropriate for the activity.

Materials Needed: At least two kinds of camp stoves to be used. Proper fuel for stoves. Food and utensils for meal preparation and cleanup.

Instructor Notes:

In this session, participants will cook a dehydrated meal on a camp stove, clean up after the meal and properly dispose of any trash. This session can happen as the first cooked meal on the trip or as a part of the pre-trip training. If it is a part of the pre-trip training, the instructor will probably need to plan the dehydrated meal ahead of time. The meal without cooking can be lunch as a part of the trip.

Campers under the age of 12 should not light or maintain a stove that uses any type of gas - butane, propane, or petroleum product. Campers between the ages of 12 and 15 may cook on butane and propane under the direct supervision of an adult leader but not refill, light, or maintain the stoves. It is recommended that only leaders 18 or older who have been trained in the use of liquid-gas stoves should use these stoves.

The American Camping Association has not been able to locate any preexisting standards or guidelines put forth by other organizations or by stove manufacturers for the use of camp stoves by persons under the age of 18. Until such guidelines are developed and distributed, it is recommended that campers be taught only to cook on butane and propane, and to light, refuel, and cook only on wood and charcoal fires.

Camp Stoves

Demonstrate the use and care of at least two camp stoves that use different fuels. Discuss the advantages and disadvantages of fuels including:

- butane and propane
- liquid-gas
- alcohol

Program Leaders should practice using a stove and demonstrate how to teach campers the proper skills for using stoves. Discuss the safety concerns of cooking meals on camp stoves with campers and the youth requirements related to cooking.

Youth Requirements
Level 4
- Demonstrate how to care for and cook on a camp stove for at least one meal. Prepare one meal using dehydrated foods and one other meal without cooking.

Level 5
- Plan the fuel and/or cooking gear needed for the trip. Demonstrate how to use different cooking fuels safely.

Preparation of Meals

In groups of two to four, ask participants to light and cook a meal on a camp stove. Use dehydrated foods for the meal. Discuss the youth requirements under Camp Stoves related to meal preparation.

Sanitation and Disposal of Trash

Following the meal or while on the trip, carry out the sanitation plan. Was there evidence that other campers had camped at your site? Were you able to leave it in better condition than you found it? Discuss any problems or changes that had to be made and why. Discuss youth requirements.

Youth Requirements

Level 4

- While on your camping trip, carry out a plan for washing and sanitizing your dishes and cooking utensils. If trash and garbage receptacles are not provided, discuss what garbage and trash may be disposed of at your site and what needs to be brought back for proper disposal. Minimum-impact camping should be discussed as part of this plan.

Level 5

- While on your trip, carry out a sanitation plan that will have minimum impact on the environment. Include washing and sanitizing your cooking and eating utensils, personal hygiene, human and food waste disposal.

OLS Program Leaders Course
Session 12 - Be Prepared and Tying It Up (Tools and Knots)

Subject:
Tools
How to teach Knot Tying
Lashing (optional)

Method:
Demonstration/Practice
Demonstration/Practice
Demonstration/Practice

Time: 2 hours or less

Location: Outdoors preferred, unless weather is uncomfortable or inappropriate for the activity.

Materials Needed: Enough rope to give each participant at least two sizes of rope (at least 4 feet long) that they might use on a typical trip. Samples of different types of ropes. Things that can be used for practicing tying knots. Either ask Program Leaders to bring their own pocket knives or provide pocket knives. Materials for lashing (optional).

Instructor Notes:

The extensive use of tools and lashing activities described in this session may be inappropriate when practicing minimum-impact camping. The information on knots can be included with another session if you choose to not teach lashing or tools.

Tools

Ask the group to personally list the tools they think they will need on the trip. Divide the group into pairs and ask each person to explain why they need the tools on their list to their partner. Explain that they need very few tools on a camping trip. In selecting tools for outdoor use, consider the following:

- need/use
- weight
- safety
- environmental impact

Ask each partner to revise and/or report their list and explain why the tools are needed. Are there other tools that need to be added for the type of trip or area of the country? Using knives, peelers, and trowels safely was covered in Session 4. Ask each program leader to teach their partner to use a pocket knife as though they were a camper who had never used one before. Demonstrate and practice any other tools needed for the trip. Discuss requirements and impact on the environment.

Youth Requirements
Level 4
- Discuss the kind of tools needed for your overnight.
Learn use, care, safety and storage of the tools you need. Consider their impact on your environment. Discuss when these tools are not appropriate for the environment.
Level 5
- Plan the tools needed for your trip. Demonstrate the use, care, safety and storage of the tools you need. Explain their impact on the environment.

How to Teach Knot Tying

Explain that even though some knots were taught in Session 5, they are easily forgotten unless used on a regular basis. Review the basics of tying knots (see Session 5). Show samples of different types of rope (see *Take a New Bearing*, page 176). Discuss the importance of caring for your rope.

Divide the group into small groups of four. Ask the participants to take turns teaching each other how to

tie the square knot, overhand, figure eight, sheet bend, sheep shank, bowline, half hitch, clove hitch, and taut line hitch. After they have practiced for a while, assign each group several knots and have them discuss what they are used for and the type of rope that would be best. Ask each group to report out the uses and ask the entire group to add any other uses they can think of. If any of the uses or type of ropes used are incorrect, suggest a better knot or rope for that use.

Youth Requirements
Level 4
- Tie five basic knots and three hitches and explain what they are used for. Discuss the type, size, use and care of ropes used in your camp.

Level 5
- Plan the type of ropes and knots you will use on the trip. Show you can tie the knots without any assistance.

Lashing (optional)

Discuss the need (if any) for lashing and its impact on the environment. Ask the participants if they can think of any uses that don't impact the environment (see *Take a New Bearing* pages 188 - 189). Demonstrate four types of lashing and their uses. Using down wood or dowels, have the participants practice at least three types of lashing, and discuss what they might be used for. Dismantle and properly dispose of wood and twine when finished. Binders twine is useable for tinder if you are building a fire but does not decompose very well because it has been treated with a preservative.

Youth Requirements
Level 4
- (Optional) Discuss the need, use, and impact on the environment. Learn three different kinds of lashing and their purposes. Dismantle and properly dispose of wood and twine when use is over.

Level 5 (no specific requirement)

OLS Program Leaders Course
Session 13 - Finding Your Way (Map and Compass)

Subject:
Using Maps and Navigational Markers
Laying a Compass Course
Following a Compass Course
Using a Map and Compass Together

Method:
Presentation/Task group
Task group/Sharing
Task group/Sharing
Task group/Practice

Time: 2 hours

Location: Outdoors.

Materials Needed: A topographical map of the area in which the training course takes place and a compass for each participant. Two 3x5 cards and pencil for each group of two or three. Something (a prize) to mark the ending point in the last part.

Instructor Notes:

Depending on the type of trip the group is taking, use of the map and compasses will vary. Have different types of maps and spend more time on the kind of maps that are appropriate for your trip. Before the training session, prepare maps for the part on using a map and compass together as described in *Take a New Bearing*, either:

A. (page 234) Find a place where you can sight an ending point from the beginning point, but that as you walk toward it other things obstruct your view. (A little hill or valley, a grove of trees, etc.), Do not give them the bearing.

B. (Page 235) Find a place where you can not see the ending point and give them the bearing and tell them what they are trying to find (a large rock or tree).

Using Maps and Navigational Markers

Review compass work and techniques for orienting participants to maps in Session 6. Divide the participants into small groups of two or three to practice. Give each group a map and ask them to orient the map and figure bearings and distances to at least three points.

Discuss the use of the compass, type of maps and/or navigational markers that will be used on your trip. Go over the youth requirements and ask for questions.

Youth Requirements:
Level 4
- Using a topographic or similar map, select a starting point and with a compass, orient the map and figure the bearing and distance to at least three points.

Level 5
- Demonstrate use of compass, maps, charts and/or navigational or trail markers used on your trip.

Laying a Compass Course

Review how to determine your pace (Session 6). In the same small group, ask the participants to lay a compass course that has at least five changes in direction and ends.

Give each group two 3x5 cards. On one card, put the beginning point and the bearings and paces to each of the five points. On the other card, put a secret message and place it at the end of your course. Collect 3x5 cards with directions. Discuss the youth requirements.

Youth Requirements:
Level 4
- With a group, lay a compass course using five changes of direction. Identify bearings and distance at each change of direction.
Level 5 (no specific requirement)

Following a Compass Course

Pass out compass course cards to the same groups and ask them to find that group's secret message. After they have found all the messages, have everyone join the large group and discuss what might be different when teaching youth. Go over the youth requirements for both laying and following a compass course. It is fun for campers to follow a bearing and use a compass to find a hidden watermelon or other treat. Share the youth requirement.

Youth Requirements.
Level 4
- Follow a compass course that another group has laid.
Level 5 (no specific requirement)

Using the Map and Compass Together

Give each group a map with a beginning point and an ending point marked. Ask them to find the prize at the end. They will need to orient the map, plan their route, and use the compass to be sure they are headed the right way. Follow the steps on page 234 and 235 of *Taking a New Bearing*.

Divide into groups of two or three and give each group either A (page 234) or B (page 235) as described in the instructions.

Explain that you may not always be able to see the ending point. The skills needed are greater on canoeing trips across lakes where you might need to find the portage area to the next lake that is marked on the map but that is not visible from the entry point. Hiking or cross-country skiing may require use of a map and compass. (going off of trails often causes erosion and is bad for the environment.)

If hiking where there are trails or canoeing on rivers, a trail map helps you follow the route and to know where your are. A compass is not always needed.

Trail maps are different from highway or street maps. Orienting the map and knowing which way north, south, east, and west are help people find their way, know the distance, and save time in planning the quickest route.

Ask the group what experience they have had with maps and how old they were when they started using maps. Discuss how to help children complete the requirements on maps and compass.

OLS Program Leaders Course
Session 14 - Exploring Your World

Subject:
Teaching Children Appreciation
The Ecosystem and the Food Chain
Weather
Minimum-impact Camping

Method:
Presentation/Sharing
Discussion/Games/Observation
Discussion
Discussion/Sharing

Time: 2 hours

Location: Outdoors.

Materials Needed: Books and other resources with activities for teaching about the natural environment. A TRUE and a FALSE sign.

Instructor Notes:

Although "Exploring Your World" is the topic of this session, all the sessions should build a sense of appreciation for the outdoors and help participants be comfortable and secure. This combination of appreciation, comfort, and security will help participants enjoy being outdoors and teaching others these values.

Prior to this session, ask two participants to be prepared to teach the group "Forest Community" (see *Take a New Bearing*, page 134) during this session. Ask two other participants to teach "What Eats?" (page 135). Other games can be substituted if desired.

Ask participants to observe the clouds, wind and temperature and predict the weather for at least a week prior to this session.

Teaching Children Appreciation

Explain that in Session 7 you discussed comfort in the outdoors. You discussed situations when someone made you feel uncomfortable and your triple responsibility. Review these responsibilities:

1. You must be sure not to destroy anyone's natural curiosity.
2. You must be able to revive lost or stifled curiosity.
3. You must nourish the curiosity of those who already feel comfortable outdoors.

Ask the group to share any experiences they have had as campers on a trip that have made them feel uncomfortable. What could the leader of the trip have done to turn the situation into a positive experience? Review physical comfort and psychological comfort (see *Take a New Bearing*, pages 96 and 100).

The Ecosystem and the Food Chain

Ask participants what the ecosystem is. Their answers should include the interrelations of all plants and animals and their environment. Ecology studies can be very complex but the basics are how things in the world depend on one another.

Play the game "Forest Community" described in *Take a New Bearing*, page 134. In Session 7, the L.A.W.S. of nature (Light, Air, Water, Soil) were discussed. There are also forces that affect the power of the L.A.W.S. These natural forces include such things as wind, gravity, volcanoes, earthquakes, fires, lightning, ice, and temperature. Both L.A.W.S. and forces affect the plant and animal life of any area. Ask participants what kind of communities they will find on their trip and how the L.A.W.S. and forces affect that community.

The food chain: Play "What Eats?" on page 135 of *Take a New Bearing*. Explain that there is more information about L.A.W.S., forces, and the food chain in *Take a New Bearing*. Ask the group why it is important for campers to have a basic understanding of how the ecosystem works. There are many other games that illustrate the ecosystem or food chain. *Sharing Nature with Children* by Joseph Cornell includes "Recipe for a Forest", "Pyramid of Life" and "Plant Succession Crawl".

Discuss the youth requirements and ways to help youth understand the ecosystem.

Youth Requirements
Level 4
- Discuss the relationship of plants and animals to each other in your ecosystem.
- Discuss the food chain and how humans fit into the chain. Find examples of parts of the food chain in your outdoor area.

Level 5
- Discuss the ecosystem and food chain you see on your trip.

Weather

Ask participants about their weather predictions for the week. How well did they do? Discuss typical weather conditions for the season and the area where you are planning your trip.

Youth Requirements
Level 4
- Observing clouds, wind, and temperature, predict the weather for at least a week. Keep a chart of the cloud types, your predictions, and the actual weather in the back of your *OLS Tracker*.

Level 5 (no specific requirement)

Minimum-Impact Camping

Session 2 included an introduction to "Minimum-impact" camping. The "New Bearing" in *Take a New Bearing* relates to how we camp differently and more responsibly today. Throughout the course for Levels 1, 2, and 3 and this course, participants have been asked to consider their impact on the environment as they planned and participated in outdoor activities, overnights and trips. Some camps have stopped including campcraft as an activity.

The American Camping Association, the National Forest Service, and many organizations are concerned about saving our natural resources for the future and are advocating minimum-impact or "leave no trace" camping.

Explain that everyone will participate in a little activity to help summarize minimum-impact camping and to think about it in ways that were not covered in the course.

Place signs that say "TRUE" and "FALSE" on opposite walls or on two trees about 15 to 25 feet apart. Explain that you are going to ask some questions about minimum-impact camping and that the participants should go stand under the sign that best answers the question.

Read the statements below and allow a few minutes for participants to move under the appropriate sign. Ask participants why they are standing where they are. Some may be standing in the middle because they don't know or feel there are some reasons for the statements being both true and false.

1. To have less impact, camp close together in large groups. (F)
2. A minimum impact site should always be 200 feet from trails, lakes, and streams. (T)
3. It is okay to cut small branches off trees to use as roasting sticks if you burn them after use. (F)
4. It is a good idea to use brightly colored tents and clothing so you can be seen in case of emergency. (F, unless in an area with hunters)
5. You should not burn and bury used cans and other metal containers. (T)
6. It is better to build a group latrine and cover it up at the end of your stay than to have individuals make and use cat holes. (F)
7. The size of the group should be no more than

10 or 12. (T)

8. It is better to build fires in wilderness areas than to carry a stove and fuel. (F)
9. If you use biodegradable soap, it is okay to wash dishes in a steam. (F)
10. When traveling in a wilderness, you should stay on the main trail and avoid shortcuts. (T)
11. If fires are allowed in the area you're in, it is okay to make a new fire ring if you put rocks around the edge.(F)
12. In planning your food supply, you should make sure the food is in air-tight cans or bottles.(F)
13. When selecting a site, you should camp next to the trail so you won't get lost. (F)
14. Where there are not trash or garbage cans, it is best to carry food scraps out rather than to bury them. (T)

Discuss any differences the group may have had and review their plans for minimum impact camping while on their trip. Review the youth requirement below.

Youth Requirements:

Level 4

See requirement under Selection & Preparation of Toilet Area , page 65 and under Planning Meals, page 57.

Level 5

See requirement under Water Purification of Trash, page 65.

- Discuss and practice minimum-impact camping skills while on your trip. Discuss what you can do to preserve your environment.

OLS Program Leaders Course
Session 15 - The Trip

Subject:
On the Trip
Evaluation

Method:
Practice
Discussion

Time: Variable - at least two nights

Location: Outdoors on the trip.

Materials Needed: Equipment planned for the trip. Program leader cards.

Instructor Notes:

This is a summary session of the activities and skill practice that should happen while on the trip. Although the requirement for Level 5 is a three night trip, a two-night trip can suffice for training purposes. Plan a recognition ceremony for the end of the trip or ask several of the participants to plan one.

On the Trip

Be sure to divide the work up so everyone has an opportunity to practice skills. Review youth requirements for the trip.

Youth Requirements:
Level 4
- Go on a two-night overnight with at least five meals
- See level 4 under sanitizing dishes and disposal of trash.

Level 5
- Go on a trip for at least three nights of non-motorized travel. Use shelter appropriate to terrain, weather, and type of trip. Demonstrate the level of skill needed for the type of trip you're going on.
- See level 5 under sanitating dishes and human waste and trash disposal.

Check your success at forecasting the weather while on the trip.

Be sure to use teachable moments of the ecosystem and the food chain at work. Discuss minimum impact camping throughout the experience as you:

- observe the impact other campers have had on campsites and the areas you travel through.
- discuss what you can to do to help solve the problem created by others
- set up your camp
- practice your sanitation plan
- when you break camp

Discuss youth requirements.

Youth Requirements:
Level 4 (no specific requirement)
Level 5
- Discuss the ecosystem and food chain you see on your trip.
- Practice weather forecasting while on your trip.
- Discuss and practice minimum impact camping skills while on your trip. Discuss what you can do to preserve your environment.

Evaluation

At the end of the trip, spend some time evaluating the experience and discussing changes in your feeling toward the environment. Discuss any changes in your plans that might have made the trip more successful.

Discuss ideas for making the trip positive for campers and how to recognize them for their accomplishments.

Youth Requirements
Level 4 (no specific requirement)
Level 5
- Evaluate what you have gained in completing these requirements and how your feelings toward the outdoor world have changed or intensified.

Be sure to recognize program leaders and check Levels 4 and 5 on their program leader card. (If they have lost their card or have never received one for Level 1, 2, and 3 and you are comfortable with their skill you can award them with a card and check all five Levels.)

Instructors Manual
Appendix

Outdoor Living Skills®

WHERE TO GO FOR MORE INFORMATION

There are many books, pamphlets, magazine articles and, videos that can help us learn more about every outdoor topic. The following list represents only what seems to be the most well-known and easily available books that discuss the outdoor living skills covered in this program. Most of these books are available from the American Camping Association Bookstore or from the youth agencies that produce them. In addition, most bookstores carry the nature identification series identified in this list or one of many others available.

Some of the books cover information that is in several topics area so be sure to look at the list carefully.

Books to Help You Know More About Ecology and the Environment:

Brown, Vincent, (1987), *The Amateur Naturalist's Handbook*, New York, NY: Prentice-Hall.

Brown, Vincent, (1982), *Reading The Outdoors At Night*, Harrisburg, PA: Stackpole Books.

Brown, Vincent, (1983), Investigating Nature Through Outdoor Projects, Harrisburg, PA: Stackpole Books.

Cooperative Extension Service, (1985), Birds, Beasts, Bugs and Us, Ames, IA: Iowa State University.

Cornell, Joseph B., (1989), *Sharing The Joy Of Nature*, Nevada City, CA: Dawn Publications.

Cornell, Joseph B.,(1979) *Sharing Nature With Children*, Nevada City, CA: Dawn Publications.

Fadala, Sam, (1989), *Basic Projects In Wildlife Watching*, Harrisburg, PA: Stackpole Books.

Hoessle, Kirk, and Van Matre, Steve, (1980), *Earthwalks*, Warrenville, IL: Institute for Earth Education.

Katz, Adrienne, (1986), Naturewatch: Exploring Nature With Your Children, Reading, MA: Addison-Wesley Publishing.

Kennedy, Carolyn, (1981), *Exploring Wildlife Communities With Children*, New York, NY: Girl Scouts of the U.S.A.

Lawrence, Gale, (1984), A Fieldguide To The Familiar, Englewood Cliffs, NJ: Prentice-Hall.

Linglebach, Jenepher, (1986), *Hands-On-Nature* Woodstock, VT: Institute of Natural Science.

Miller, Lenore Hendler, (1986), *The Nature Specialist (A Complete Guide To Program Activities)*, Martinsville, IN: American Camping Association.

National Wildlife Federation, (1989), *The Unhuggables: The Truth About Snakes, Slugs, Skunks, Spiders And Other Animals That Are Hard To Love*, Washington, DC: National Wildlife Federation.

Storer YMCA Camps, (1989), *Nature's classroom: A Program Guide For Camps And Schools*, Martinsville, IN: American Camping Association.

Van Matre, Steve, (1972), *Acclimatization*, (1979) *Sunship Earth*, Martinsville, IN: American Camping Association.

Van Matre, Steve; Johnson, Bruce; Soloway, Eddie; and Bires, Fran, (1989), *Conceptual Encounters* Warrenville, IL: Institute for Earth Education.

Books to Help You Identify Plants, Animals, Rocks and Nearly Everything You Can Think of:

Finders Series. Berkeley, CA: Nature Study Guild
East Of The Rocky Mountains

Flower Finder
Winter Tree Finder
Tree Finder
Track Finder
Fern Finder
Berry Finder
Life On The Intertidal Rocks
Pacific Coast Tree Finder
Redwood Region Finder
Pacific Coast Bird Finder
Sierra Flower Finder
Pacific Coast Berry Finder
Pacific Intertidal Life Finder
Pacific Coast Fern Finder
Pacific Mammal Finder
Desert Tree Finder
Rocky Mountain Tree Finder

Golden Guides. New York, NY: Golden Press
Golden Nature Guides
Golden Guide to Mammals
Golden Guide to Trees
Golden Guide to Seashores
Golden Guide to Birds
Golden Guide to Fishes
Golden Guide to Weeds
Golden Guide to Rocks And Minerals
Golden Guide to Flowers
Golden Guide to Butterflies And Moths
Golden Guide to Insects
Golden Guide to Non-flowering Plants
Golden Guide to Pond Life
Golden Guide to Ecology
Golden Guide to Cacti
Golden Guide to Reptiles & Amphibians
Golden Guide to Spiders
Golden Guide to Stars

Golden field guides. New York, NY: Golden Press
Birds of North America
Rocky Mountains
Seashells of North America
Everglades
Trees of North America
Northwest

Peterson Field Guides, edited by Roger Tory Peterson. Boston, MA: Houghton Mifflin Company
Eastern Birds
Southwestern and Texas Wildflowers
Western Birds
Pacific States Wildflowers
Butterflies
Western Reptiles And Amphibians
Mammals
Rocky Mountain Wildflowers
Rocks And Minerals
Stars And Planets
Animal Tracks
Reptiles And Amphibians
Moths
Trees And Shrubs
Beetles
Ferns And Their Related Families Of Northeastern & Central North America
Wildflowers Of Northeastern & Central North America

The Stokes Nature Guide series, edited by Donald and Lillian Stokes. Boston: Little, Brown and Company.
A Guide to Nature In Winter
Guide to Observing Insect Lives
Guide to Enjoying Wildflowers

Books to Help You Understand How to Camp Wisely and Safely:

Barker, Harriet, (1982,) *Supermarket Backpacker* Chicago, IL: Contemporary Books

Boy Scouts of America, (1990), *Fieldbook* Irving TX: Boy Scouts of America

Budworth, Geoffrey, (1985), *The Knot Book* New York, NY: Sterling Publishing

Cagle, Bob, (1989), *Youth Ministry Camping: A Start to Finish Guide for Helping Teenagers Experience The Greatness of God's Creation* Loveland, CO: Group Books

Coutellier, Connie, (1980), *The Outdoor Book*, Kansas City, MO: Camp Fire Boys and Girls.

Ford, Phyllis, (1991), *Take A New Bearing: Skills And Sensitive Strategies For Sharing Spiders, Stars, Shelters, Safety And Solitude*, Martinsville, IN: American Camping Association.

Ford, Phyllis and Blanchard, James, (1985), *Leadership And Administration Of Outdoor Pursuits*, State College, PA: Venture Publishing Company.

Girl Scouts of the U.S.A., (1996), *Outdoor Education In Girl Scouting*, New York, NY: Girl Scouts of the U.S.A.

Hammett, Catherine T., (1980), *The Campcraft Book*, Martinsville, IN: American Camping Association.

Hampton, Bruce and Cole, David, (1988), *Soft Paths*, Harrisburg, PA: Stackpole Books.

Hefferon, Lauren, (1983), *Cycle Food: A Guide To Satisfying Your Inner Tube*, Berkeley, CA: Ten Speed Press.

Johnstone, D. Bruce, (1986), *Guide To Canoe Camping*, Martinsville, IN: American Camping Association.

Kjellstrom, Bjorn, (1955), *Be Expert With Map And Compass*, New York, NY: American Orienteering Service.

Mitchell, Dick, (1985), *Mountaineering First Aid Book*, Seattle, WA: The Mountaineers

Narvey, Alex, (1989), *The Canadian Canoeing Companion*, Winnipeg, Manitoba, CN: Thunder Enlightening Press.

National Wildlife Federation, (1988), *Ranger Rick's Wild About Weather*, Washington, DC: National Wildlife Federation.

McNair, Robert; McNair, Mattie L.; and Landry, Paul A., (1985), *Basic River Canoeing*, Martinsville, IN: American Camping Association.

Prater, Yvonne and Mendenhall, Ruth D., (1982), *Gorp, Glop And Glue Stew*, Seattle, WA: Mountaineers.

Reid, Chris, (1981), *AYH Outdoor Food Book*, Pittsburgh, PA: Pittsburgh Council AYH.

Reifsnyder, William F., (1980), *Weathering The Wilderness*, San Francisco, CA: Sierra Club.

Rockwell, Robert E.; Sherwood, Elizabeth A.; and Williams, Robert A., (1986), *Hug A Tree: Other Things To Do Outdoors With Young Children* Mt. Rainier, MD: Gryphon House.

Schatz, Curt; Seemon, Dan; (1994), *Minimum Impact Camping, A Basic Guide*, Cambridge, MN: Adventure Publications, Inc.

Silva Compass Co. *Your Way With Map And Compass, Map Symbol Relay Game, Beginner's Compass Game*, LaPorte, IN.

Sumner, Louise, (1988), *Sew And Repair Your Outdoor Gear*, Seattle, WA: Mountaineers.

Vogel, Stephen and Manhoff, David, (1984), *Emergency Medical Treatment*, Oshkosh, WI: Recreational Products Marketing International.

Watters, Ron, (1982), *The White-water River Book*, Seattle, WA: Pacific Search Press.

Wood, Robert S, (1982), *The 2 oz. Backpacker*, Berkeley, CA: Ten Speed Press.

Yaffe, Linda Frederick, (1989), *High Trail Cookery: All-natural, Home-dried, Palate- pleasing Meals For The Backpacker*, Chicago, IL: Chicago Review Press.

Outdoor Living Skills® Skill Level 1 - Earth

1. Plan a half-day hike. Show your group what you will wear and what you will take with you in order to be prepared for thirst, hunger and changes in the weather. Talk with your group about what to wear and what to take, how the weather affects your clothing and liquid needed while hiking.

2. Pack a day pack with the essentials for a half-day hike.

3. Go on a hike. While hiking, look for birds, signs of the seasons and special natural treasures.

4. Talk about when you need a shelter and extra water. Find your closest shelter.

5. Plan and pack a sack lunch made up of foods that will not spoil before you eat. When you eat the lunch, take care of the trash correctly.

6. Make some fire starters for charcoal. Light a match and keep it burning for 10 seconds. Use it to light a wood or charcoal fire.

7. Use a trowel, rake, paring knife and peeler safely and show how to put each away.

8. With your group, list safety rules for outdoors and for a hike. Write these rules in the back of your *OLS Tracker*. Talk about why rules are important. Give each member of your group one or more of the above safety rules to monitor. Put a check-mark by the one you are responsible for. Decide what to do if someone breaks the rules.

9. Find out where to go when you get sick or get hurt while on a walking or boating trip. Practice what to do if someone gets hurt in three different types of outdoor areas while on a hike.

10. Tour your outdoor area and identify any natural hazards such as cliffs, water, slides or holes. Explain what you can do to avoid these dangers.

11. Find an appropriate place to use as a toilet, place to wash your hands and safe water to drink. Explain why you selected these places.

12. Name three things that might require first aid on a hike. Explain what you can do to prevent these problems. Talk about what you would need in a first aid kit. Explain why you chose those items.

13. Draw a picture in the back of your *OLS Tracker* of a plant in your area that is a nuisance to humans; either poisonous or harmful in some way. Tell what part that plant plays in its natural setting.

14. Show where and what kind of knots a camper uses most often. Tie a square knot and a granny. Explain why the square knot is better. Tie a stopper knot and explain why it is used.

15. Find east by using the sun and knowing the time of day. Show where north, south, and west are.

16. Count the number of double steps (pace) between two points about 100 feet apart and compare with others in your group. Do it for 50 yards, 100 yards. Find the average length of your pace.

17. Locate where you are on a highway map of your area.

18. Discuss how to stay found and practice "Hug-A-Tree."

19. With your group, play one nature game that helps you understand ecology.

20. Using your senses of sight, touch, smell, and hearing, explore what is around your outdoor or camping area. Describe 10 things you observed by using those four senses.

21. Show that you can take care of your outdoor area by cleaning up after lunch on your day hike.

22. Explain what you eat and where it comes from. Look for wildlife or birds in your outdoor area. What does the wildlife around you eat?

Outdoor Living Skills®

Skill Level 2 - Sun

1. Plan an all-day hike or overnight trip where you will cook at least one meal. Talk with your group about personal and group equipment needs. Pack and carry the equipment you need. Be sure to consider the effects of the weather and pack appropriately.

2. As a group, plan and make a snack that requires cooking outside. Tell how you will cook your snack, the kind of heat you will use and the safety rules to prevent you and the environment from being hurt.

3. Go on an all-day hike or overnight trip and cook at least one meal. Show how you have prepared to keep warm and dry from rain or dew.

4. Explain what a balanced meal is and what foods can be cooked outside. With your group, plan a meal and the food and equipment items needed to cook and clean up.

5. With your group, discuss the heat sources you can use for cooking outside in your camping area.

6. Practice the skills you need to provide heat for cooking.

7. Practice the safety and conservation rules you are following when providing heat for food.

8. List the uses of a pocket knife. Demonstrate your ability to use a pocket knife for cutting, paring, whittling. Discuss the selection and care of a pocket knife.

9. Identify possible needs for a saw. Demonstrate your ability to use and care for a saw appropriately. Explain where the saw should NOT be used.

10. With your group, list safety rules in the back of your *OLS Tracker* for your hike or overnight trip. Plan and practice what to do if a stranger approaches and how to protect group and personal equipment from damage or theft by humans and animals.

11. Make a poster or draw a picture in the back of your *OLS Tracker* that shows why a buddy system is important. Use the buddy system on a hike.

12. Name three problems that plants, animals or insects in your area cause humans. Tell how to avoid these dangers.

13. Draw a picture or make a poster of an animal in its natural environment and demonstrate how to watch animals and respect them.

14. Find out where there is water that is safe to drink and if there is water that is unsafe for drinking.

15. Discuss importance of good health practices and personal cleanliness in camp and/or on an overnight.

16. Tie a joiner knot and demonstrate its uses. Show how to tie one other knot that you might use on an overnight trip.

17. Estimate heights and distance without using manufactured measuring tools. Measure 100 yards by pacing.

18. Explain the difference between a highway map and a topographical map and how each is used.

19. Show that you know how to hold a compass correctly. Use your compass to face north, east, south and west. Identify what is nearby that could prevent the compass from working correctly.

20. Discuss procedures for staying found.

21. With your group, play two nature games that help teach ecology.

22. Explain what the word "pollute" means and identify 3 places you know are polluted and why.

23. Explain "minimum-impact camping".

24. While hiking or camping, look for camouflaged animals including birds. Discuss what camouflage does for these animals.

25. What evidence proves people have been in your area? Do a project that will reduce the impact of people on the environment. Make a list of things you can do on a camping trip that will reduce the impact of your group.

26. Learn the Outdoor Living Skills Pledge in the front of your *OLS Tracker* and recite it.

Outdoor Living Skills®

Skill Level 3 - Water

1. Plan an overnight trip needing four meals. Plan to cook at least two of them. Make a list of personal and group equipment needed. Pack and carry the equipment for at least two hours. Be sure to pack for changes in the weather.

2. With your group, plan a balanced menu for at least three meals away from base camp. Consider how much and what type of food you need for the activity you will be doing.

3. Select, use and care for, two different kinds of cooking fuels for your overnight trip (charcoal, wood, butane, kerosene, etc). Before you leave on the trip, use cooking methods that include charcoal, wood, and backpack stoves. Prepare food at least three ways: baking, boiling, grilling, frying, roasting. (NOTE: Do not use white gas at this level if participants are under 21 years old.)

4. Go on an overnight trip, cooking at least two meals. Build and use a temporary shelter.

5. On your overnight, make and carry out a plan for washing and sanitizing your dishes and cooking utensils, and disposing of trash, garbage, dish water, foil, cans, plastic, paper, etc.

6. Demonstrate methods for care, storage and protection of food from insects, animals, and spoilage.

7. Name three things that might require first aid on a hike. Explain what you can do to prevent these problems. Identify the contents of the group first aid kit and explain what each item is used for.

8. Demonstrate the proper care and storage of the rope you are using.

9. Explain different kinds and sizes of rope and give examples of how each is used in camp.

10. Demonstrate how to prevent a rope from becoming unraveled.

11. Tie two kinds of hitches and use them on your overnight trip. Show the difference between a knot and a hitch.

12. Demonstrate proper use, care and storage of a pocket knife.

13. Find the North Star by using the Big Dipper. How many stars are included in the Big Dipper? In the Little Dipper?

14. Use a compass to take a bearing from a cardinal point. Follow this bearing for 100 feet. Play a compass game.

15. Discuss the use and appropriateness of road or trail signs that do not harm the environment but give direction. Draw three appropriate trail signs in the back of your *OLS Tracker*.

16. Use a compass to make a simple map of an outdoor area.

17. Explain how to read a map related to your locality. Identify north, the legend and at least three landmarks on your map.

18. Identify plants, animals and/or insects in your area that are harmful to some or all people. Make up a skit to tell others about these problems and show how they can harm you.

19. Name at least three problems campers might have to face in your area that are caused by weather conditions, altitude change, or land or water movement. Identify warning signs of these environmental forces. Demonstrate how you can be prepared for them - no matter where you are.

20. Make a poster that shows at least two different

kinds of cloud formations and the types of weather conditions that usually accompany these formations. OR make a poster that shows at least two different weather conditions.

21. Discuss what "ecosystem" means. Explore the ecosystem in which your camp site is located and with your group, make a list of what you saw in the back of your *OLS Tracker*.

22. Discuss the meaning of air and water pollution and other natural damage done by wind, water or fire. With your group, take responsibility for improving an area by cleaning paths, checking erosion, reforesting or some similar project.

23. Explain what the Outdoor Living Skills Pledge means to you.

Outdoor Living Skills.

Skill Level 4 - Weather

1. Plan a two-night overnight with at least five meals (2 dinners, 2 breakfasts, 1 lunch). Make a list of personal and group equipment needed. Plan how to pack and carry the equipment. Consider the possible weather conditions and plan appropriately.

2. Go on a two-night overnight with at least five meals.

3. With at least one other person, pitch a tent or tarp shelter.

4. With a group, plan a complete menu for a two-night overnight. Consider nutritional needs, demands of the activity, amount of time to be spent cooking, availability of safe water, keeping food safe for consumption and minimum impact on the environment.

5. Demonstrate how to care for and cook on a camp stove for at least one meal. Prepare one meal using dehydrated foods and one other meal without cooking.

6. While on your camping trip, carry out a plan for washing and sanitizing your dishes and cooking utensils. If trash and garbage receptacles are not provided, discuss what garbage and trash may be disposed of at your site and what needs to be brought back for proper disposal. Minimum-impact camping should be discussed as part of this plan.

7. Discuss and demonstrate appropriate toilet practices for your area.

8. Discuss the kind of tools needed for your overnight. Learn the use, care, safety and storage of the tools you need. Consider their impact on the environment. Discuss when these tools are not appropriate for the environment.

9. As a group, write and sign an agreement about what each member has agreed to do to take responsibility for their own health and safety. Write this agreement in the back of your OLS Tracker.

10. Explain how to treat insect bites, contact with poisonous plants, injuries from animals or snake bites or other hazards common to your area. Practice any skills needed.

11. Plan first aid procedures and individual and group supplies needed for an overnight trip. Identify the items you will need for a group first aid kit and pack it.

12. Tie five basic knots and three hitches and explain what they are used for. Discuss the type, size, use and care of ropes used in your camp.

13. Discuss need, use and impact of lashing on the environment. Learn three different kinds of lashing and their purpose. Dismantle and properly dispose of wood and twine when use is over.

14. Using a topographic or similar map, select a starting point and, with a compass, orient the map. Figure the bearing and distance to at least three points.

15. With a group, lay a compass course using five changes of direction. Identify bearings and distance at each change of direction.

16. Follow a compass course that another group has laid.

17. Identify the rules or steps you need to take to keep from getting lost and what to do if you are lost and cannot contact an adult. Develop and put on a skit to share with a younger group to help

keep them from getting lost.

18. Discuss the relationship of plants and animals to each other in your ecosystems.

19. Discuss the food chain and how humans fit into the chain. Find examples of parts of the food chain in your outdoor area.

20. Observing clouds, wind, and temperature, predict the weather daily for at least a week. Keep a chart of the cloud types, your predictions and the actual weather in the back of your OLS Tracker.

Outdoor Living Skills®

Skill Level 5 - Stars

1. Plan a trip that has at least three nights of non-motorized travel. Make a list of personal and group equipment appropriate for the type of trip you are planning. Plan how to pack and carry the equipment. Consider the possible weather conditions and plan appropriately.

2. Go on a trip for at least three nights of non-motorized travel. Use shelter appropriate to terrain, weather and type of trip. Demonstrate the level of skill needed for the type of trip you're going on.

3. With a group, plan complete menus for your trip. Consider nutritional needs, demands of the activity, availability of water, the type of food needed for safe consumption and minimum impact on the environment.

4. Plan the fuel and/or cooking gear needed for the trip. Demonstrate how to use different cooking fuels safely.

5. While on your trip, carry out a sanitation plan that will have minimum impact on the environment. Include washing and sanitizing your cooking and eating utensils, personal hygiene, human and food waste disposal.

6. Demonstrate proper toilet practices for your area.

7. Plan the tools needed for your trip. Demonstrate the use, care, safety and storage of the tools you need. Explain their impact on the environment.

8. Review or write safety rules needed for your trip. Write out directions for getting emergency medical help while on the trip. Write this information in the back of your OLS Tracker.

9. Learn handling and care of a person with injury from an animal, poisonous plant, snake and/or insect bite or sting when medical help is not readily available.

10. Explain the affects of heat, cold and wetness on the body and explain how to recognize signs of problems in your own body and in those around you. Discuss when to alert an adult and what you can do.

11. Explain the common health or allergy problems and/or emergencies you may encounter on a trip, the first aid skills needed to handle these and plan and pack the first aid supplies needed.

12. Explain the handling and care of a person with head or back injuries, broken bones, burns, sprains or lacerations when medical help is not readily available.

13. Demonstrate methods of purifying a water supply for drinking and for cooking. Include ways that will make water safe from Giardia. Discuss and plan for appropriate trail sanitation.

14. Plan the type of ropes and knots you will need to use on the trip. Show you can tie the knots without assistance.

15. Demonstrate use of compass, maps, charts navigational or trail markers used on your trip.

16. Explain how you would use emergency signaling to indicate you are lost, injured or in need of food.

17. Discuss and practice minimum-impact camping skills while on your trip. Discuss what you can do to preserve your environment.

18. Discuss the ecosystem and food chain you see on your trip.

19. Practice weather forecasting while on your trip.

20. Evaluate what you have gained in completing these requirements and how your feelings toward the outdoor world have changed or intensified.

Skills Chart

SKILLS	EARTH	SUN	WATER	WEATHER	STARS
On Your Way (planning an outing)	• Plan a ½ day hike • Pack a day pack • Go on a ½ day hike • Describe different kinds of shelters	• Plan an all-day hike or overnight • Go on an all-day hike • Discuss clothing for your hike	• Plan overnight trip needing 4 meals. Cook 2 of them • Go on overnight using temporary shelters	• Plan a 2-night overnight needing 5 meals • Go on 2-night overnight trip with 1 other person using tent or tarp shelter	• Plan a 3-night overnight trip with non-motorized travel • Go on the planned trip
Being Safe (first aid, safety, environmental hazards)	• List safety rules for outdoors and hike and practice them • Identify where to go if sick or injured and practice. • Identify natural outdoor hazards and ways to avoid them • Identify and draw. pictures of poisonous or harmful plants • Identify bathroom. • Name 3 things that might require 1st aid • talk about what you need in a 1st aid kit	• List safety rules for outdoors and practice while on hike • Make poster showing buddy system, use system on hike • Identify 3 problems caused to humans by plants, animals and insects and how to avoid • Draw picture or make poster showing animals, birds, insects in their natural environment and explain how to watch, protect and respect them • Find sources of safe and unsafe water • Discuss personal health practices in camp	• Develop first aid kit • Identify 3 things that might require first aid and how to prevent • Identify contents of first aid kit and what contents are used for	• Develop and sign individual health and safety agreement • Learn how to treat insect, animal amd snake bites and contact with poisonous plants • Practice where applicable • Plan first aid procedures and supplies needed for overnight • Demonstrate proper toilet practices for your area	• Review & write safety rules for overnight trip • Learn effects of heat, cold, wetness on body; how to recognize problems & what to do • Learn common health or allergy problems, supplies & skills needed to treat in an emergency • Learn handling & care of persons with head or back injuries, broken bones, burns, sprains & lacerations • Learn methods for purifying water & trail sanitization • Demonstrate proper toilet practices for your area
Being Prepared (use of tools and equipment)	• Demonstrate safe use of trowel, rake, paring knife, and peeler.	• List uses of pocket knife • Demonstrate use and care of pocket knife • Identify possible needs for saw • Demonstrate use and care of saw	• Demonstrate use, care and storage of pocket knife • Demonstrate proper use and care of camp stoves	• Identify tools needed for overnight • Demonstrate their use, care, safety and storage • Discuss when saws, axes and other tools are & are not appropriate	• Identify tools needed for overnight • Demonstrate use & care of tools & their impact on the environment • Explain when saws & axes are & are not appropriate

SKILLS	EARTH	SUN	WATER	WEATHER	STARS
Putting it on Your Plate (selection, storage, preparation of food)	• Plan a snack. • Pack a sack lunch. • Plan a snack that requires cooking outside. • Make a fire.	• Describe balanced meals • Plan, prepare and cook 1 meal • Identify different heat sources for cooking • Discuss safety • Make fire and show different ways to provide heat for cooking	• Plan 3 meals away from base camp • Cook minimum of 2 meals • Use 2 kinds of cooking fuel • Plan and carry out sanitization of cooking utensils, dishes, trash etc • Demonstrate methods of care, storage and protection of food from insects, animals and spoilage	• Plan complete menu for 5 meals • Cook 1 meal on camp stove • Cook 1 meal using dehydrated food • Prepare 1 meal without cooking • Plan & carry out sanitization of cooking utensils, dishes,& trash disposal	• Plan complete menus considering nutritional needs, demands of the activity, availability of water, type of food needed for safe consumption & minimum impact on the environment • Plan the fuel & cooking gear needed. Demonstrate how to use different fuels safely • Carry out a sanitation plan having minimum impact on the environment
Tying it Up (knots)	• Learn knots campers use most. • Demonstrate square, granny, and stopper knots.	• Learn and demonstrate joiner knot and 1 knot of choice.	• Learn different kinds of rope & show how each is used in camp • Demonstrate proper care & storage of rope • Demonstrate how to prevent rope from unraveling • Tie 2 kinds of hitches & explain difference between knot & hitch	• Tie 5 basic knots, 3 hitches, explain what they are used for. • Discuss type, size, use & care of ropes in camp • Learn 3 different kinds of lashing & their purpose. Dismantle & properly dispose of wood & twine after use	• Plan the type of ropes & knots you will need to use on a 3-night overnight • Demonstrate tying knots & hitches without assistance
Finding Your Way (map and compass)	• Demonstrate directions - north, south, east & west • Determine average length of a step & measure distances by pacing • Locate a specific place on a map • Discuss procedures for staying found • Practice hug-a-tree	• Estimate height & distance without manufactured measuring tools • Explain the difference between highway map & topographical map & how each is used • Show how to hold a compass, direction finding & what could prevent the compass from working correctly • Discuss staying found	• Learn about the Big Dipper & use it to find the North Star • Learn about Cardinal Points, use to take a bearing & follow the bearing for 100 ft • Use a compass to make a simple map of an outdoor area • Learn how to read a map, identify north, the legend & 3 land marks • Discuss road or trail signs that don't harm the environment	• Using a topographical or similar map, select a starting point & identify at least 3 points • With a group, lay a compass course using 5 changes of direction, identifying bearings & distance at each change • Successfully follow a compass course another group has laid • Demonstrate rules for not getting lost & what to do if you get lost	• Demonstrate use of compass, maps, charts & other navigational or trail markers • Explain how you would use emergency signaling to indicate you are lost, injured or in need of food

SKILLS	EARTH	SUN	WATER	WEATHER	STARS
Exploring Your World (understanding basic ecology, minimum-impact camping, outdoor hazards, weather, etc.)	• Play a nature game that helps you understand ecology • Clean up the site after lunch • Using your senses of sight, touch, smell and hearing, describe 10 things in your outdoor or camping area • Describe what you eat & where it comes from • Discuss what wildlife eats	• Play 2 nature games that help you learn about ecology • Describe what the word pollute means & identify 3 places that are polluted & why • Describe what minimum impact camping means • While camping or hiking, identify campuflaged animals & birds & describe how camouflage affects them • Identify evidence of people in the area & make a list of things people can do to reduce impact on the environment • Learn & recite the OLS Pledge	• Identify plants, insects & animals that are harmful to people. Design a skit to tell others about them • Name 3 problems caused by weather, altitude, land or water movement. Identify warning signs & show how you can prepare for them • Make a poster showing 2 kinds of cloud formations & the weather conditions that accompany them • Discuss the meaning of ecosystem. • Explore the ecosystem of your camp & list what you see • Discuss air & water pollution & other damage caused by wind, water or fire • Improve an area by reforesting,, checking erosion, cleaning paths or a similar project • Explain whay the OLS Pledge means to you	• Discuss the relationship of plants & animals in the ecosystem • Learn the food chain & how humans fit into the chain • Find examples of parts of the food chain in your outdoor area • Observing clouds, wind & temperature, predict the weather daily for a week • Keep a chart of the cloud types, your predictions & the actual weather	• Discuss & practice minimum impact camping skills while on your trip • Discuss what you can do to preserve your environment • Discuss the ecosystem & food chain you observe on your trip • On your trip, practice weather forecasting • Evaluate what you have gained in completing these requirements & how your feelings toward the outdoor world have changed or intensified

Outdoor Living Skills®

American Camping Association®
Program Leader Application

Name _____ **ACA Member #** _____

Address _____ **City** _____ **St** ____ **Zip** _____

Phone (work) _____ **(home)** _____ **(fax)** _____

Name of Camp or Organization Affiliation _____

List Your Outdoor Living Skill Experience (attach additional sheets as necessary) Recent experience in organizing and conducting camping trips. Include type of trip, duration, year, age and number of campers.

_____

_____

_____

There are five levels in the Outdoor Living Skills program. The basic course includes Levels 1, 2 and 3. The advanced course includes Levels 4 and 5.

Outdoor Living Skills Self Assessment

This information will be used to determine experience levels of participants and personalize the training program to the needs of the group being served. Please rate yourself in the following knowledge/skill areas on a scale of 1-5 (1=least and 5=most knowledge/skill). Briefly explain your teaching experience for each area (these knowledge/skill areas are identical to those presented in the OLS text *Take A New Bearing).*

On Your Way (planning an outing): equipment, clothing & shelter, water, food, hiking gear, first-aid supplies, etc.

Circle one: 1 2 3 4 5 Explain: _____

Being Safe (first-aid, safety, environmental hazards):first-aid, safety rules, weather, water, toilets.

Circle one: 1 2 3 4 5 Explain: _____

Exploring Your World (understanding basic ecology): minimum impact camping, outdoor hazards, food chain, use of "senses", etc.

Circle one: 1 2 3 4 5 Explain: _____

Putting it on Your Plate (preparation & storage of food): cooking methods, cooking fuels, stoves & sites, planning & packing of meals & cooking utensils.

Circle one: 1 2 3 4 5 Explain: _____

Tying it Up (knots, hitches & lashes.)

Circle one: 1 2 3 4 5 Explain: _____

Being Prepared (toolcraft): use of knives, saws, axes, hatchets, trowels, etc.

Circle one: 1 2 3 4 5 Explain: _____

Finding Your Way (map & compass): planimetric & topographical maps, selection & use of compasses & maps together.

Circle one: 1 2 3 4 5 Explain: _____

To be filled out by OLS Instructor

Participant has been trained to lead through the following levels:

Basic Course

Level One - Earth _____ Level Two - Sun _____ Level Three - Water _____

Advanced Course

Level Four - Weather _____ Level Five - Stars _____

The applicant has successfully completed the course

Signature of Instructor _____

Date of Course _____ **Held at** _____

Outdoor Living Skills®

Be a Part of Shaping the Future

Campers learn to make responsible decisions while participating in activities such as hiking, cookouts, overnights, games and nature exploration. They also learn to understand the impact of such activities on that environment.

Build Progression into Your Program

There are five skill levels that begin with simple hikes and exploration of the outdoors and progress to the skills needed for overnight camping and trips.

The lower levels help campers who have had little outdoor experience to feel comfortable in the in their new environment. Depending on their developmental capabilities, children can start the program as young as five or six. Participants can enter the program at any level, however, each level builds on the knowledge and skills of the previous level(s).

Train Instructors and Program Leaders

A perfect compliment to pre-camp training or as a stand alone training event, the curriculum is divided into basic and advanced courses to help target the age and skill level the program leaders will be working with.

The courses not only contain information about minimum impact camping, outdoor skills and the requirements and recognition for campers, but information on how to teach skills to children, work with groups and understand the developmental characteristics of children.

OLS Instructors train the Program Leaders that work directly with children. OLS Instructors may be volunteers, camp program directors, youth agency staff, church volunteers, or anyone who has been trained in outdoor living skills.

OLS Program Leaders are camp counselors, youth workers, and others who are trained by OLS Instructors to work directly with program participants.

OLS Program Materials

There is a full compliment of program materials available to instructors to support the program in your camp or agency and to provide recognition to your campers. All of the materials for the OLS program are available through the ACA bookstore.

The Instructors Manual: A complete guide for implementing the OLS program in a camp with a detailed curriculum for training Program Leaders.

The Course Text: *Take a New Bearing* is an excellent resource for planning and working with groups of children, teaching skills, games, nature exploration and finding new program ideas.

Youth Materials Build a Sense of Accomplishment

Trackers: Each of the five levels has an OLS Tracker or personal record booklet to help each participant record his or her progress on that level.

Patches: There are triangle achievement patches to recognize completion of a level. They have been designed with simple representations of the five levels' names; Earth, Sun, Water, Weather, and Stars.

Adult Cards Document Skills

Program Leaders cards document completion of basic and advanced courses. Trainers/Instructors should order the cards prior to the course so they can be given at the close of the course.

OLS Trackers

The OLS Trackers are the personal record books for each participant. These bright, sturdy booklets, cover one level of achievement, fit in a pocket, list all of the requirements for their level, and have check boxes for the leader to initial as the campers meet each goal.

Tracker Quantity Pricing

Quantity	Nonmember	Member
1-99	$1.50 ea	$1.25 ea
100-249	$1.40 ea	$1.10 ea
250+	$1.25 ea	$ .95 ea

OLS Patches

Recognition is important! Participants love earning these bright colored embroidered patches for each level.

Patch Quantity Pricing

Quantity	Nonmember	Member
1-24	$2.00 ea	$1.80 ea
25-99	$1.80 ea	$1.25 ea
100+	$1.25 ea	$ .95 ea

Revised Instructors Manual

This revised, improved edition is more complete, easier to use, and clearly matches the progressive levels that the *Trackers* and *Patches* represent. Use this complete guide to implement the OLS program in your camp.

EV02 **$21.95** *ACA Member $17.95*

Take A New Bearing

This skills book brings info on campcraft, games, nature exploration and environmental concern into one package for the Program Leader to use.

EV03 **$17.95** *ACA Member $14.95*

Training

If you feel confident of your skills, the Outdoor Living Skills program is a stand-alone plan that can be used by any group. If you need or want additional training ACA offers training. Watch your ACA section newsletter or *Camping Magazine* for training near you. OR contact your section, OR contact Connie Coutellier, ACA director of professional development at 317/342-8456.

Outdoor Living Skills Order Form

Qty	Code	Title	Non mber	Member
	EV02	Instructors Manual	$21.95	$17.95
	EV03	Take a New Bearing	$17.95	$14.95
	ET01	Tracker Level 1		
	ET02	Tracker Level 2		
	ET03	Tracker Level 3		
	ET04	Tracker Level 4		
	ET05	Tracker Level 5		
	EP01	Patch Level 1		
	EP02	Patch Level 2		
	EP03	Patch Level 3		
	EP04	Patch Level 4		
	EP05	Patch Level 5		
		Shipping		$6.00
		TOTAL		

Payment method:

Bill my member number _____

Check or purchase order number _____

Bill my credit card MC ___ VISA ___ Discover ___

Card number _____ / _____ / _____ / _____

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Name: _____

Organization: _____

Address: _____

City: _____ State: ____ Zip:_____

Ship to:

Name: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Send orders to:

American Camping Association Bookstore
5000 State Road 67 North
Martinsville, IN 46151-7902
fax 765-342-2065 phone 800-428-2267
e-mail bookstore@aca-camps.org

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